In conclusion, responses of Pakistani Government officials have been mixed towards the presence of Afghans in their universities. While formally allotting seats to Afghan refugees, in many cases these Pakistanis are acutely conscious of their own local problems in the post-secondary institutions--overcrowding, deterioration of educational standards and political unrest--along with a high unemployment rate among degree-holders following graduation. The officials did provide some valuable suggestions for further assistance, however, some of which will be discussed in later sections of this report.

g. <u>Existing English Language Programs</u>

At present there are English language courses offered in both Peshawar and Quetta which are well attended by young Afghans--approximately 475. Reasons for attendance vary considerably. Most students have had their education interrupted when they became refugees, and some hope to be able to someday attend Pakistani universities or study abroad. Others see English as a means to obtain well-paying employment in Pakistan with perhaps international agencies working with refugees. In addition, working as a translator with foreigners (press, filming crews and others) traveling inside Afghanistan also has been a popular goal. Others attend classes simply to learn for their own enjoyment, to socialize or to keep warm during the cold winter months.

Before discussing the various courses, it should be noted that there is little coordination between these English language learning activities and the process of obtaining a seat/scholarship for a Pakistani university.

- **The International Rescue Committee (IRC) Course in Peshawar**

The International Rescue Committee is assisted by funding from USIA. The eight levels of IFS English language classes are filled with 300 Afghans (80 percent men and 20 percent women). Most are 18-30 years of age and have completed either 12th grade or one to three years of university study. It was reported that almost all of these Afghan refugees have applied for admission in Pakistani universities at the Commissionerate for Afghan Refugees in Peshawar; most have been turned away supposedly due to lack of English skills, while some continue to await word on their acceptance.

Almost 1,000 applications have been received for acceptance in IRC's English classes, and many individuals had to be refused entrance due to lack of facilities. The tuition fee is Rs. 100/month. UNHCR used to award stipends to cover this cost, but recently this procedure has been cancelled due to lack of funds. Classes are held in the late afternoon/early evening which enables students and teachers to hold down jobs during the day. There are 17 teachers in all (11 men and 6 women) most of whom are Afghans. Salaries of teachers are approximately Rs. 2,400 per month for a teaching load of about three hours a day. Most of these individuals previously have taught but not English classes.

The Director estimated about 20 out of the total 300 students perhaps could handle study abroad at present and that these students would have some difficulty with the TOEFL examinations. It was related that the many of the remaining students would have difficulty even competing with Pakistani students in local universities.

Motivation seems to be a basic problem among both students and teachers. Lacking specific goals as refugees in Peshawar, their future is uncertain and many appear to be simply biding their time. When asked as to what they would most want to do, many reply that they wanted to just go back to Afghanistan.

It was suggested that additional courses in both advanced and technical English be established. This would help students who would perhaps be entering Pakistani institutions. In addition, intensive tutoring for the TOEFL exam would be necessary if students were to hope to go to the United States to study. Teacher training also is an area that was identified as needing attention; many of the instructors are not very skilled themselves.

- **The Pakistan-American Cultural Center (PACC) Course in Quetta**

In Quetta, discussions were held with the Director of PACC along with some of his staff and students. The PACC office in Baluchistan is funded with USIA assistance.

Out of a total of 350 students attending the Center, approximately 175 (50 percent) are Afghans. Most of these are young educated refugees who live in the city of Quetta itself. Their number had been somewhat larger last year but, following the withdrawal of UNHCR stipends for such study, quite a few had ceased coming to the classes due to lack of finances. Tuition fees are Rs. 425 for a four-month semester.

There are seven graded levels of classes. The staff is comprised of the Director, who had his degree in teaching English-as-a-Second Language, and a faculty of eight teachers who have had little prior experience in such instruction. Teachers are paid Rs. 26/hour and teach approximately 10 salary hours per week; they earn about Rs. 260 per week (Rs. 1,040 per month). This was reported to be an insufficient amount for them. However, classes are held from 4:00-7:00 p.m.; thus many teachers also are involved in other employment during the day. The Director said that he was confident that a number of students attending PACC in the most advanced class at present could pass the TOEFL with a score of 500 or more.

Conversations also were held with Afghan students in attendance; they estimated that there are at least 15 graduates from Kabul University among them, while others had had their education interrupted when they fled Afghanistan. Examples of our respondents included:

- A student who had been in the second year of study in the Faculty of Agriculture at Kabul University
- A student who had been in his third year at the Teachers Training College in Kandahar
- A medical student from Kabul
- A female graduate of the Faculty Education at Kabul University.

This group related that there were others who reside both in Quetta and in refugee camps whose education had ceased when they arrived in Pakistan. They themselves suggested that they would begin to compile a list of educated Afghans residing in the area for any type of future reference that might be necessary.

In conclusion, the Director mentioned that stipends such as UNHCR had provided previously would be very helpful to the students. In addition, if salaries for teachers could be supplemented, perhaps more qualified individuals could be recruited, and the staff turnover could be lessened.

C. SCHOLARSHIPS FOR AFGHANS ABROAD

1. Introduction

In addition to strengthening scholarship opportunities for Afghan refugees in Pakistan's universities, it also is proposed that a carefully selected number of Afghans be provided with scholarships abroad--in both the United States and other countries such as Egypt. After studying in specialized areas both undergraduate and graduate levels, these Afghans' expertise will prove very important for the reconstruction of a Free Afghanistan.

There have been a number of complex problems for Afghans who attempt to attend universities in Pakistan. Fortunately, much of the extremely constricting bureaucratic redtape inherent in the Pakistani system would not be encountered in the case of scholarships abroad. An up-to-date high quality education could be planned carefully and be tailored for each participant on either the undergraduate or graduate level in a variety of disciplines. In addition, foreign institutions generally would be more welcoming to the Afghan refugee than those in Pakistan and could provide an atmosphere more conducive for his or her academic success.

On the other hand, a program in scholarships abroad for Afghans presents its own series of drawbacks. First of all, it is clearly more costly than the support of Afghan students in Pakistani institutions. In addition, a basic prerequisite is that the participant would return following the course of planned study to work with his countrymen either within Afghanistan itself or in Pakistan. In recent years there has been a striking exodus of educated Afghans to the United States and to European countries, the majority of whom probably will never return. Thus, to avoid simply adding to the braindrain, a foreign scholarship program would have to include an effective selection and retention procedure to ensure only Afghans dedicated to their nation be sent abroad. This program would involve only a few participants initially--perhaps Mujahideen or others who have interrupted their education and have been actively involved in the Resistance in the past few years. By selecting those who already have begun their university careers, an additional two to three years of study in most cases should enable them to complete a degree. During the scholarship-sponsored study abroad, the student should be required to return for the summer vacation months to work with cross-border assistance programs in his discipline inside Afghanistan.

2. Opinions of the Seven Party Alliance

In general, the consensus of the Alliance is that higher education is of special importance. It was stressed that the selection of suitable candidates who would return was a key to a successful education abroad program. They reiterated that scholars should be introduced by the parties themselves, noting that all those fighting are not illiterate but that the Mujahideen themselves contain many graduates of Kabul University or those whose university careers have been interrupted. It is believed that if a student is sent abroad who already has sacrificed in the war, he will return. They also mentioned that everyone who had wanted to leave for another country had done so already ; those who now remain are dedicated to the cause of a Free Afghanistan and would not desert by leaving for another country forever. Also, if an individual's family is in Pakistan or in Afghanistan, it is thought that he would be sure to return too.

One of the Alliance Education Leaders (who himself had obtained a graduate degree from the United States years ago) suggested that foreign scholarships be provided even before the Team had introduced the topic for discussion. In general, the following disciplines repeatedly were mentioned as being of primary importance for the long-term goal of the reconstruction of Afghanistan: medicine, engineering, agriculture and education. The Leaders also included Islamic studies and foreign languages (English and Arabic) in these priorities.

In spite of these positive orientations towards scholarship abroad, it also must be noted that these men expressed a fear of losing more valuable manpower to the West or to other countries by sending students overseas. Comments were made that such scholarships were extremely expensive and that perhaps the money could be used for more immediate needs of Afghanistan. One education leader frankly said that there was actually no foolproof bonding or selection procedures that would ensure that all the participants would return. The Alliance Leaders also expressed an underlying fear of excessive influence by Western cultural values on the students. Foreign scholarships, for a limited number of Afghans, were agreed upon, with the condition that all participants be approved by the Alliance parties.

3. The Present Situation

There has been some activity in the area of foreign scholarships for Afghans to date. For example, a report from the Education Cell of CAR/Peshawar (Education for Afghan Refugee Children, 1985) notes that 59 Afghans have been sent abroad through the British Council to the United Kingdom and Bangkok for higher education. In the United Kingdom, areas of study at a number of different institutes include medicine, public health, engineering, agriculture and education. All scholarships to Bangkok have been in engineering at the Asian Institute of Technology.

The Additional Commissioner for Education in CAR/Peshawar was enthusiastic about the possibility of additional scholarships in this area, and he said that at least 50 qualified candidates were living in the Peshawar area. Education, medicine and engineering courses in the United States and Europe were required for those who had interrupted their higher education before completion. It even was suggested that CAR could set up English language training if necessary and screen the candidates for future scholarships.

In contrast, the Commissioner for Refugees in Baluchistan was not so optimistic and believed that those Afghans sent on scholarships abroad probably would not return.

Indeed, results have not been overly encouraging to date for a variety of reasons; a number of those individuals sent to the United Kingdom for study have sought political asylum or left for the United States or Canada. There appears to be only about 20 percent of those sent abroad who are intent upon returning or who have actually returned. In addition, many students have had difficulties in their studies, largely due to their lack of English fluency.

UNHCR personnel stress that the selection procedure for these candidates has been faulty. First, the method of advertising (newspapers or word of month) has not been sufficient, and many qualified candidates have never heard of the opportunity. In any case, initially 100 applicants came forth for 20 possible scholarships. The roles of CAR and SAFRON in the process of selection were more prominent than UNHCR, who became

simply an observer in the process. When the British Council finally screened the proposed candidates, many of the candidates lacked even basic comprehension and later some were even found not to be Afghans, having obtained false identification papers.

The British Council in Islamabad stated that the program had been cancelled because it was not worth the effort if the candidates simply sought asylum in the United Kingdom. They had sent 20 students each year for the past three years, with the last group leaving this past March. The logistics of coordinating with the Government of Pakistan, UNHCR and the political parties of the Afghans has been difficult.

Rather than judge this program too harshly, it also should be noted that some Afghans recently have returned after completing their courses with honors in the United Kingdom. One individual (who had had a degree in engineering and had been working with an international organization with refugees) had received a scholarship in public health engineering in the United Kingdom, returned to the NWFP and is now employed with another international group serving refugees. A second female scholarship recipient obtained a degree in education administration with a fine record, has recently returned and is now seeking employment. Foreign scholarships can be of definite value for suitable candidates; the problem lies in locating a number of such promising individuals.

4. Future Possibilities

The United States is not the only country presently interested in the possibility of a scholarship program for Afghans. In the Egyptian Embassy in Islamabad, the Counselor and Head of Chancery recently had informed the Government of Pakistan of Egypt's interest in offering scholarships to Pakistanis and also Afghan refugees. A total of ten scholarships could be provided for Afghans in Egyptian universities. In spite of crowded institutions and strict admissions procedures, special provisions would be made for them. Theology/Islamic studies could be offered at Al-Azhar University in Cairo, with medicine, engineering and agriculture at Cairo University or Ain-Shams University. Study at Al-Azhar would necessitate knowing Arabic, but the Counselor believed that this posed no great drawback; he thought a six-month intensive course for Afghan candidates in Arabic would suffice, and he suggested that this be given in Pakistan. In addition, it was suggested that other Muslim countries also are interested in such assistance. The Counselor concluded by saying that in the Egyptian case assistance from USAID would be appreciated.

UNHCR/Islamabad related that Saudi Arabia is offering 25 scholarships to Afghan refugees, and this office also showed interest in sponsoring Arabic courses. (Note: The UNHCR assistance in paying stipends for English class tuition has been cancelled.) They also mentioned that the Italian Government is going to be providing ten scholarships in medicine for Afghans.

5. English Proficiency

In the case of possible scholarships to English-speaking universities either in the United States or other countries, candidates would have to demonstrate clearly their proficiency in this area. As far as the presence of such individuals among the refugee population, in the existing English language courses for Afghan refugees reviewed in detail above, instructors estimate that approximately 20 students in Peshawar and a similar number in Quetta could handle study abroad with a small amount of preparatory assistance; there are 300 students in the IRC classes in Peshawar and 175 students in the PACC classes in Quetta. Undoubtedly, other promising individuals also exist among the refugee populace who are not attending these classes. In any case, course content at

present is largely conversational and, if a scholarship program was to be developed, intensive classes in preparation for the TOEFL and others in technical English for course work abroad would need to be supplemented.

D. PROJECT DEVELOPMENT RECOMMENDATIONS

1. Justification and Assumptions

There is an urgent need, in the NWFP and Baluchistan, to provide additional educational opportunities for young Afghans who have had their university careers interrupted in the past few years by the war in their homeland. The potential in skilled professional expertise among this sector of the Afghan populace is great. Its development is, in fact, crucial for both a successful cross-border humanitarian assistance program and also for the more long-term goal of the future reconstruction of a Free Afghanistan.

In addition to the creation of separate Afghan Academies (Section V) this assistance also should be provided to foster attendance at universities in Pakistan and at universities in the United States, Egypt and other nations.

a. Basic assumptions:

- There are Afghans who desire scholarships and other forms of assistance in order to enable them to complete their university education.
- The Government of Pakistan is willing to allot seats to Afghans in their post-secondary institutions.
- Other universities in the United States, Egypt and other nations are willing to allot seats to Afghans.
- With upgraded linguistic proficiency, Afghan students can succeed in universities both in Pakistan and abroad.
- Dedicated Afghan candidates can be selected who will, following completion of their studies, participate in cross-border humanitarian assistance programs and the eventual reconstruction of Afghanistan.

b. Areas of study

Areas of study as determined by the Educational Leaders of the Seven Party Alliance include:

Study in Pakistan:	Study Abroad
Medicine	Medicine
Civil Engineering	Engineering
Agriculture	Agriculture
Technology	Education
Education	Theology/Islamic Studies
Theology/Islamic Studies	Foreign Languages
Natural Sciences	

English and Arabic
Social Sciences

2. **Ensuring Student Return**

A major aspect of this scholarship activity is the development of a summer work-study program for participants; this would be coordinated by the Department of Education. All students would be required to return from abroad during summer vacations to work in cross-border humanitarian assistance in their respective fields of study (i.e., health, education, agriculture, etc.). Involvement in such practical field undertakings would foster the assistance effort and serve to enhance the individuals' academic performance when classes resumed in the fall. This close association with Afghanistan also would help to ensure the students' return upon completion of studies.

3. **Objectives**

The basic objectives for both the scholarship project for study in Pakistan and the scholarship project for study abroad are included in Exhibit VI-4. Many of the objectives are similar in both projects with slight variations and are compared in this exhibit.

4. **Level-of-Effort**

These scholarship projects do not demand the full-time assistance of a separate technical advisor. Part-time attention from two technical advisors (also involved in other aspects of educational assistance to Afghanistan under related projects) would be required to assist in the development and execution of these programs. These are:

- The **Technical Advisor to the Director of the Intensive Preparatory Program** in the Afghan Academies

- The **Project Team Leader** in the Department of Education (in coordination with the Director of Academics and the Director of Public Relations).

These technical advisors would each devote approximately five percent of their time to the scholarship projects described.

EXHIBIT VI-4

STRENGTHENING SCHOLARSHIP OPTIONS IN PAKISTAN AND ABROAD

BASIC OBJECTIVES

	SCHOLARSHIP PROJECT IN PAKISTAN'S UNIVERSITIES FOR AFGHANS	SCHOLARSHIP PROJECT IN UNIVERSITIES ABROAD FOR AFGHANS
A.	-to improve process of selection and placement of students in Pakistani universities -to coordinate with UNHCR to provide scholarships (N-50)	-to assist correct selection and placement of 21 scholarship recipients (3 from each of the 7 parties) in foreign universities (15 in USA; 6 in Egypt and other countries).
B.	-to conduct educational survey of refugee population to ascertain scholarship participants -to conduct survey of Afghan students already in Pakistani universities	-to conduct educational survey of refugee population to ascertain scholarship participants
C.	-to upgrade English language learning centers in Peshawar(IRC) and Quetta (PACC) -to provide modern language learning aids (tapes, tape recorders, etc.) in all levels of English including advanced and technical -to provide stipends for student tuition -to provide teacher training in teaching English through short courses and seminars	-to upgrade English language learning centers in Peshawar (IRC) and Quetta (PACC) -to provide modern language learning aids (tapes, tape recorders, etc.) in all levels of English included advanced, technical and TOEFL -to provide stipends for student tuition -to provide teacher training in teaching English through short courses and seminars
D.		-to develop Arabic courses in coordination with UNHCR
E.	-to coordinate with the Afghanistan Academy in intensive course work in English, math & science	-to coordinate with the Afghanistan Academy in intensive course work in English, math & science
F.	-to monitor course work and progress of Afghan students in universities in Pakistan	-to monitor course work and progress of Afghan students in universities abroad.
G.	-to develop work-study summer programs for students in cross border humanitarian assistance and eventual job placement in such work after course work completed	-to develop work-study summer programs for students in cross border humanitarian assistance and event ual job placement in such work after course work completed

The locations of the Afghan Academies and the Department of Education are, at present, indefinite. The location of these institutions would determine the ease of coordination possible between the various projects. It is anticipated that most of the participants in both the Pakistan Scholarship Project and the Scholarships Abroad Project initially would be resident in Peshawar and Quetta. It is further assumed they would undertake preparatory activities there.

5. Scope of Work

The two technical advisors described previously would work together in the major areas listed below.

For the scholarship project in Pakistan, primary coordination would be necessary with PWI, the proposed Education Advisory Council, UNHCR, CAR, SAFRON and the Ministry of Education. For the scholarship project abroad, coordination with PWI, the proposed Council and FADOE would be important. The scope of work would include:

- **Selection and placement** in Pakistani universities/universities abroad: equal involvement of both Technical Advisors.
- **Educational survey** of the refugee population: primary involvement by the Department of Education Advisor with assistance from the Afghan Academies' Higher Education and Administration Specialist.
- **Upgrading of English language centers** in Peshawar and Quetta: primary involvement from the Afghan Academies' Higher Education and Administration Specialist with assistance from the Education Administration Specialist.
- **Arabic language training:** primary involvement of the Afghan Academies' Higher Education and Administration Specialist with assistance from the Education Administration Specialist.
- **Coordination** with Afghan Academies for **intensive courses in English, mathematics and science:** primary involvement of Afghan Academies' Higher Education and Education Administration Specialist.
- **Monitoring** of students' **coursework and progress:** primary involvement of the Education Administration Specialist with assistance from the Afghan Academies' Higher Education and Administration Specialist.
- Development of **summer work-study program:** primary involvement of the Education Administration Specialist with assistance from the Afghan Academies' Higher Education and Administration Specialist.

6. Implementation Schedule

It is anticipated that these projects would be able to begin soon enough in 1986 so that a core group of students for both Pakistani universities and universities abroad would be prepared to begin study by September 1986.

The general implementation schedule appears in Exhibit VI-5. Both projects should be considered experimental; with a successful first year, both projects could be enlarged considerably.

7. Monitoring

Monitoring these scholarship projects would be accomplished by the two technical advisors, one from the Afghan Academies and the other from the proposed FADOE. This would have to be coordinated with a number of offices: PWI, USAID, the proposed Educational Advisory Council, the local English language centers in Peshawar and Quetta, CAR; and, in the case of scholarships in Pakistan, with the UNHCR, the Ministry of Education and SAFRON--along with the respective universities regardless of location.

Individual files would be developed for each student and the master copies of these would be kept in FADOE. Assuming students would begin coursework in September, mid-year evaluations would be conducted each January at the close of the work-study program. In September, evaluations of this work would be prepared.

E. FUNDING REQUIREMENTS

The total costs for both scholarship programs are found in Exhibit VI-6.

The second program would provide for 21 foreign scholarships (three for each of the seven political parties of the Alliance) involving careful selection and work-study procedures to ensure the return of the scholars to the greatest extent possible. Priority would be given to scholarships for study in medicine, agriculture, engineering and education. The United States, Egypt, Saudi Arabia and Southeast Asian countries would be considered as sites for scholarship placement, depending on the particular circumstances. Placement within Islamic countries is preferred by the Afghans.

Both programs would be enhanced and supported by providing special course upgrading in English language training through the expansion of existing programs and the additional offerings at the Afghan Academies. Work-study programs would be initiated to involve students in cross-border humanitarian assistance during the summer. The establishment of a placement service for returnees would be the responsibility of FADOE.

The Team believes that these four major projects would make a significant, immediate and long-term improvement in Afghan education. The ground work already has been carefully laid to ensure the establishment of mechanisms to facilitate continuing cooperation among the Seven Party Alliance in meeting critical education needs. However, implementation of these projects will be difficult, given the position of the Afghans as guests of Pakistan and the somewhat different priorities each has expressed. Successful implementation would require a project team sensitive to the needs and concerns of both countries. The proposed project team should possess the ability to facilitate activities between people with diverse needs with the goal of working together toward solving the serious challenges of Afghan education.

SPECIAL NOTE

As a result of the appraisal study, it was decided to eliminate support for middle and secondary education since the costs for these programs were far beyond the potential for USAID funding.

Exhibit VI-5
Strengthening Scholarship Options In Pakistan and Abroad

Implementation Schedule

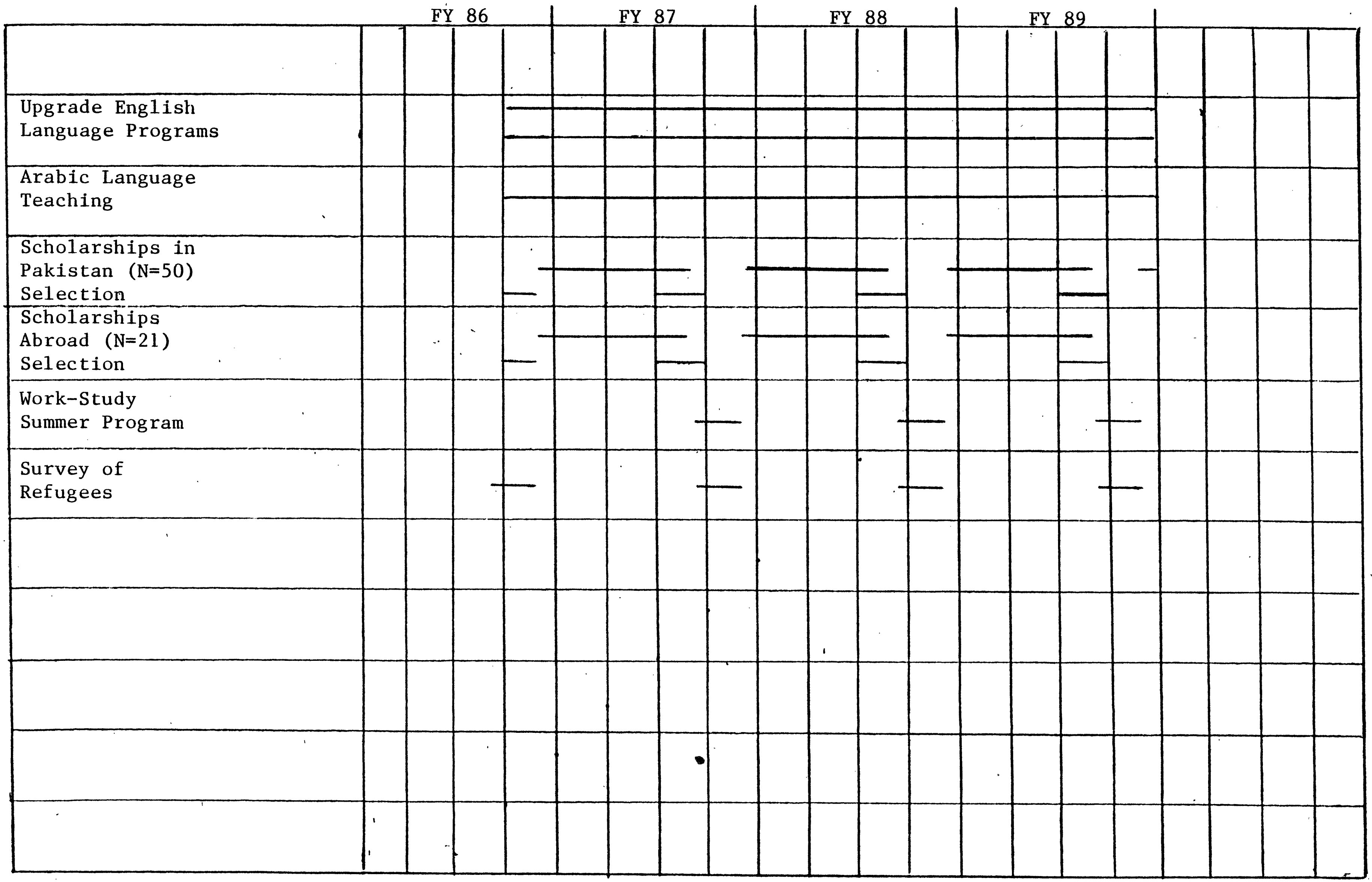


EXHIBIT VI-6
SCHOLARSHIP PROGRAM COSTS

CATEGORY	FY I 6 MOS AMOUNT U.S. $	FY II 12 MOS AMOUNT U.S. $	FY III 12 MOS AMOUNT U.S. $	FY IV 12 MOS AMOUNT U.S. $	TOTAL 42 MOS AMOUNT U.S. $
SCHOLARSHIPS IN PAKISTAN:					
Stipends for Afghans in Pakistani universities (in coordinattion with UNHCR) @ Rs 1,600/mo ea ($900/academic yr) Initially 50 students	$5,000	$45,000	$45,000	$45,000	$140,000
SCHOLARSHIPS ABROAD:					
Scholarships (3 per Alliance Party x 7 = 21)					
15 in USA @ $15,000 ea	$25,000	$225,000	$225,000	$225,000	$700,000
6 in Egypt/other @ $8,000 ea	$5,333	$48,000	$48,000	$48,000	$149,333
Arabic language studies (6) @ $500 ea/yr (stipends, tapes, etc.)	$1,500	$3,000	$3,000	$3,000	$10,500
Subtotal	$31,833	$276,000	$276,000	$276,000	$859,833
SCHOLARSHIP COSTS/ABROAD & PAKISTAN: (English Language Center Development in Peshawar and Quetta)					
1. Tapes and teaching materials (2 full sets @ $1,000 ea) (2 full sets @ $1,000 ea)	$2,000	$0	$0	$0	$2,000
2. Taperecorders @ $100 ea (30/Peshawar 30/Quetta)	$6,000	$0	$0	$0	$6,000
3. Stipends for 500 students (300/Peshawar & 200/Quetta) (@ Rs 1,200/yr/student ($75/student/yr)	$37,500	$37,500	$37,500	$37,500	$150,000
4. Conferences/seminars teaching English-as-Second Language (4/yr: Quetta 4/yr Peshawar @ $500 ea)	$2,000	$4,000	$4,000	$4,000	$14,000
Subtotal	$47,500	$41,500	$41,500	$41,500	$172,000
TOTAL	$84,333	$362,500	$362,500	$362,500	$1,171,833

SECTION VII
OTHER ASSISTANCE OPTIONS

The Team feels that if additional funds should become available, support should first be directed to extending the educational programs inside Afghanistan beyond the first three grades provided for in this project.

There are a number of other options for educational humanitarian cross-border assistance worth consideration. Since the Education Team's primary mandate was to address the most critical needs, those listed below were felt to be of less importance and were not included in this project paper. However, each is important and would be worth reviewing for future assistance. The listing is in no particular order of priority.

A. PAKISTAN-AFGHAN STUDIES CENTER

The creation of this center was investigated as part of this project. Discussions with the Education Leaders of the Alliance, PVOs and Pakistan educators did not identify the need to create the center as a high priority but rather desired none-the-less. Neither of the universities of Peshawar or Baluchistan wanted such a center. There is no question that a center would be useful, both in terms of conducting worthwhile studies and in training Afghan researchers who could be valuable in their country's reconstruction at some point in the future. Meantime, data concerning education can be assembled by the proposed FADOE. Some other statistical studies and data collection on Afghanistan currently is carried out by the Institute for Strategic Studies, a private organization in Islamabad.

B. AGRICULTURE ASSISTANCE

There is a need for some specialized agricultural assistance related to determining what and how crops can be raised in spite of the Russian scorched-earth policy. Consideration should be given to the potential for root crops, secure storage, maintaining irrigation ditches, seed crops and emergency food measures. USAID should consider convening a seminar on Afghan agriculture under war conditions and invite Afghans, U.S. agricultural technicians currently in Pakistan and Pakistan experts to participate. The seminar could be used to explore specific problems, options and means of implementation.

C. LITERACY PROGRAM FOR ADULTS

The team received mixed reactions to their inquiry regarding the need for literacy programs for the Mujahideen. Comments such as, "The fighters have lots of free time during which they could be learning basic applied literacy skills," were offset by others that noted that the wartime situation was not conducive to such programs. It seems clear, however, that there is a need since the literacy of pre-war Afghanistan was only about five to 10 percent. Further, programs in simple organization and management would be of value to village leaders and commanders. Additional study of this need should be undertaken to determine to what extent it is needed and how the program could be delivered.

D. MANPOWER ASSESSMENT

A manpower data survey of the refugees in Pakistan would provide information useful in implementing assistance programs and in preparing for the reconstruction. The proposed programs in health and education could benefit greatly by having data available on the human resources in these areas. Large numbers of skilled workers will be needed for reconstruction, hence there will be a need to identify where the deficiencies are in order to establish appropriate training programs. Additionally, there is the psychological value of assisting the refugees to think of the future development of their country.

E. EDUCATIONAL PROGRAMS FOR WOMEN

Prior to the war, education for women was given increasing attention, especially in Kabul and in the large cities. Many women were employed as teachers, nurses, secretaries and a few were placed in managerial and high-level Government positions. Since that time, their educational options have been curtailed severely as evidenced by the fact that the Team saw few schools for girls in the refugee camps. It is reported that the same problem exists in Afghanistan.

Consideration should be given to providing significant support for a major expansion fo educational programs for women at all levels to ensure that their talents and skills are developed in preparation for the reconstruction.

F. UNIVERSITY LEVEL PROGRAMS

There is, and will continue to be, a severe shortage of higher education opportunities for Afghans (both men and women) even with the expansion of scholarships and the development of the Afghan Academies as proposed in this report. Consideration should be given to adding a third and fourth year to the Academies if the war is not over by the second year of its operation. Such an expansion would provide some relief and provide for additional higher level skilled people to meet reconstruction needs.

G. VOCATIONAL AND TECHNICAL EDUCATION

Currently there are very few vocational skill programs available to Afghans. Those that the Team visited were funded under UNHCR, which provided for about 300 enrollees resulting in 400 graduates last year. Graduates of the program are given basic tool kits with which to begin their trade and instructors thought that a number returned to Afghanistan.

The courses are similar to those supported by UNHCR with the addition of drawing and English language training. The instructors reported that students returned to Afghanistan during the summer break.

The German Government is supporting one vocational program with five technical consultants and equipment.

The Afghans seem to be making the best with what mechanical repair resources exist in the villages. However, the lack of trained, skilled manpower surely will have a negative effect on the country's reconstruction. Additionally, the lack of upper-level technicians from two-year technical institutes is likely to be a severe problem. In light

of this situation, it is recommended that serious consideration be given to a major expansion of vocational education training using expanded Pakistan institutions, double sessions or other means. Some technical programs could be added to the proposed Afghan Academies by expanding facilities at a future date, but construction of other institutes is likely to be required.

H. FOOD AND CLOTHING FOR CHILDREN

Although the Team did not survey the need to supply children with food and clothing, there is evidence which seems to suggest that there have been problems. A survey should be conducted to determine if there are critical needs, where these needs exist and the means of overcoming any shortages. Children who go hungry are not likely to be interested in their education.

SECTION VIII
PROJECT SUMMARY

A. TECHNICAL ASSISTANCE MANNING SCHEDULE

As proposed, the project would require nine specialists or technical assistants to provide support for the 42-month project duration. Specific assignments were presented previously in each project development recommendation section. The Team Leader would serve as the Education Administrator and Evaluation Specialist. Along with the Higher Education and Organization Specialist, the Team Leader would provide 42 person-months each of assistance. The Instructional Materials Production Specialist would provide 21 person-months of assistance. All three would be working with the Free Afghanistan Department of Education (FADOE). The Curriculum and Instruction Specialist (30 person-months) and the four Program Advisors (30 person-months each) would be working with the Afghan Academies. An additional 30 person-months have been provided for short-term specialist for facility planning and subject fields to be identified. The technical assistance recommended totals 285 person-months. Exhibit VIII-1 Summary Technical Assistance Manning Schedule details this level-of-effort.

B. IMPLEMENTATION SCHEDULE OF CRITICAL EVENTS

A summary of the critical events involving all four projects is presented in the schedule as Exhibit III-2. The schedule is based on the expectation that the earliest start-up would be March, 1986. Activities would need to be shifted accordingly if there is delay.

C. FUNDING REQUIREMENTS

The budget summary presented in Exhibit VIII-3 presents a summary of the major costs by category for each of the four project segments based on the itemized budget to be found at the end of each project report. Of particular interest are the major cost elements below.

Professional and Support Personnel **$35,152,084**

This covers funds for salaries of the primary teachers, administrative and support personnel inside of Afghanistan, the Afghan Academies personnel and FADOE personnel.

Consumable Supplies **$9,268,049**

The second major expenditure is for textbooks, instructional and student materials.

Technical Assistance **$4,210,276**

Funds for the project team is the third major cost.

Capital Costs **$2,798,058**

The fourth major cost includes funds for building and equipping the two Afghan Academies and providing office equipment for FADOE.

Cross-border Transportation **$1,466,550**

Transport of the textbooks, educational supplies for students and teachers accounts for another major cost.

The total budget of $55,312,204 for 3.5 years is conservative but will provide funding for the most critical basic needs.

Exhibit VIII.1

SUMMARY TECHNICAL ASSISTANCE MANNING SCHEDULE

Technicians	FY 86	FY 87	FY 88	FY 89	Person Months
Team Leader and Educ. Admin. And Evaluation Specialist					42
Higher Education Admin. and Organization Specialist					42
Instruction Materials Production Specialist					30
Curriculum and Instruction Specialist					21
Program Advisors: (4)					
• Teacher Trainer					30
• Public Administration					30
• Agriculture					30
• English-as-a-Second Language					30
Short-term Specialist (on demand)					30
				Total Person Months	285

EXHIBIT VIII.2

SUMMARY IMPLEMENTATION SCHEDULE OF CRITICAL EVENTS

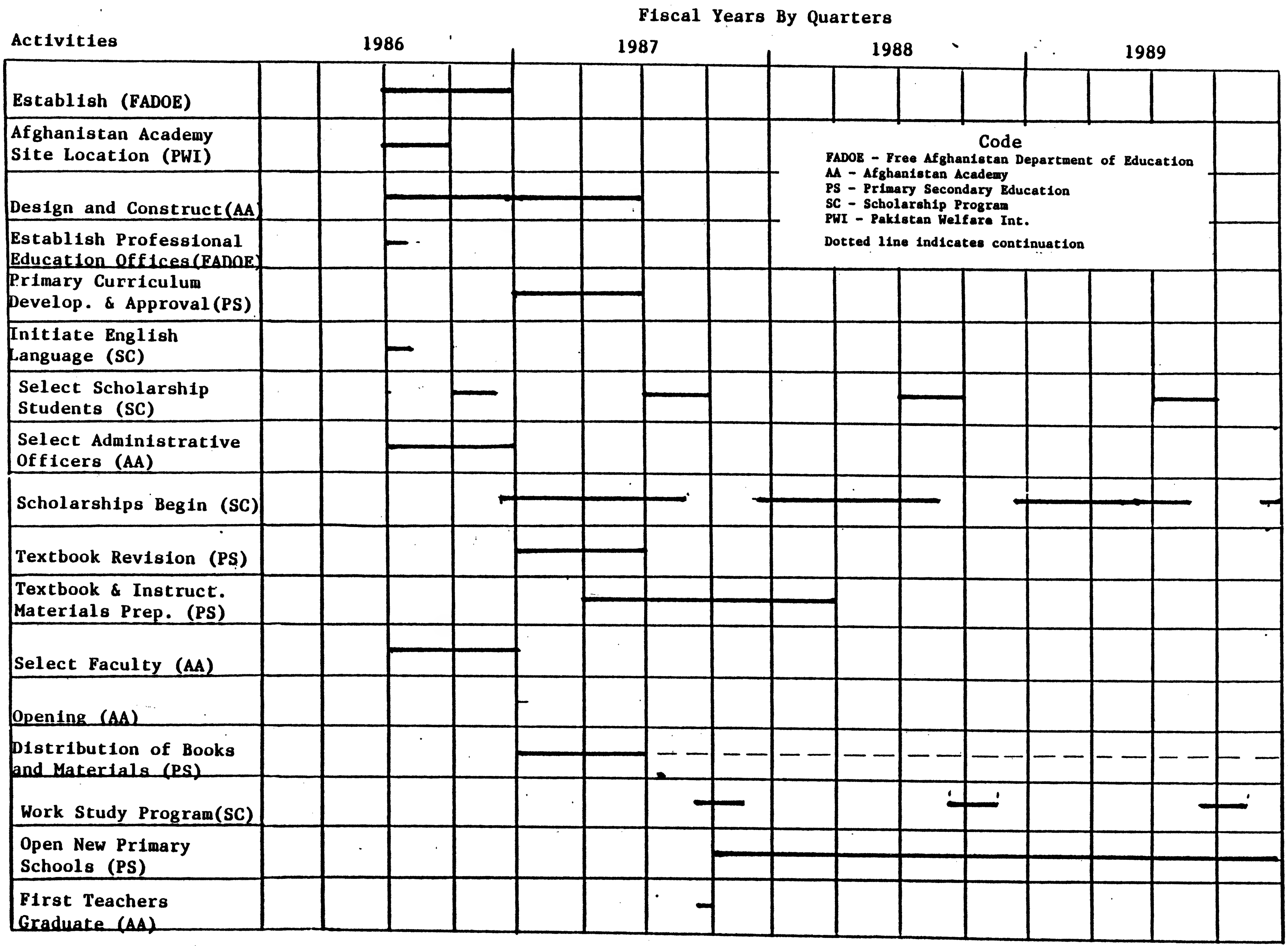


EXHIBIT VIII-3

PROJECT SUMMARY BUDGET

CATEGORY	FADOE TOTAL U.S. $	PRIMARY/SECONDARY EDUCATION TOTAL U.S. $	AFGHAN ACADEMIES TOTAL U.S. $	SCHOLARSHIPS TOTAL U.S. $	TOTAL PROJECT U.S. $
SALARIES AND WAGES					
1. Project Team Technical Assistance	$0	$1,677,057	$2,366,989	$0	$4,044,046
2. Support Assitance/Project Team	$0	$83,122	$83,108	$0	$166,230
Subtotal	$0	$1,760,179	$2,450,097	$0	$4,210,276
INSTITUTIONAL COSTS					
Professional and Support Personnel	$2,637,458	$30,004,736	$2,509,890	$0	$35,152,084
Utilities/Maintenance etc.	$172,533	$0	$308,622	$0	$481,155
Subtotal	$2,809,991	$30,004,736	$2,818,512	$0	$35,633,239
CAPITAL COSTS					
1. Facilities	$107,600	$0	$1,375,593	$0	$1,483,193
2. Equipment	$84,000	$24,000	$1,206,865	$0	$1,314,865
Subtotal	$191,600	$24,000	$2,582,458	$0	$2,798,058
CONSUMABLE SUPPLIES	$77,582	$8,772,144	$418,323	$0	$9,268,049
TRANSPORTATION					
1. Vehicle Operation/Maintenance	$54,866	$29,220	$43,830	$0	$127,916
2. Cross-border Transportation	$0	$1,466,550	$0	$0	$1,466,550
3. In-country Travel	$0	$0	$9,914	$0	$9,914
Subtotal	$54,866	$1,495,770	$53,744	$0	$1,604,380
STUDENT SUPPORT SERVICES	$0	$0	$626,369	$0	$626,369
SCHOLARSHIPS					
1. In Pakistan	$0	$0	$0	$140,000	$140,000
2. Abroad	$0	$0	$0	$859,833	$859,833
3. Support Supplies (Pakistan and Abroad)	$0	$0	$0	$172,000	$172,000
Subtotal	$0	$0	$0	$1,171,833	$1,171,833
GRAND TOTAL	$3,134,039	$42,056,829	$8,949,503	$1,171,833	$55,312,204

SECTION I
APPRAISAL ORGANIZATION AND IMPLEMENTATION

A. OBJECTIVES

The U.S. Agency for International Development (USAID) developed the Afghanistan Education Activity to provide cross-border humanitarian assistance to support educational opportunities for Afghans in rural Afghanistan. The contract was to "conduct a feasibility study which will be the basis for the design of a project servicing educational needs inside Afghanistan." This report identifies interventions to strengthen existing primary, middle and secondary education, and initiates and designs new activities to support education inside Afghanistan.

The contract identified five major elements for consideration:

- Survey current educational services in lower, middle and secondary levels provided to the refugees by various agencies and recommend appropriate methods for organizing the different approaches.
- Assess the need for an institute to provide skills training for Afghans in Free Afghanistan.
- Assess the need for a post-secondary scholarship program to matriculate selected Afghans in Pakistan universities, post-secondary institutes and vocational and technical schools.
- Assess the need for a center or centers to introduce an Afghan academic and research presence and capability into the Pakistan university system.

Upon their arrival in Pakistan, the USAID Representative for Afghan Affairs instructed the Team to consider the original scope of work as an initial guide only. He encouraged them to explore other options for providing assistance, with the following guidelines:

- The assistance should immediately affect education inside Afghanistan.
- The assistance should provide educational opportunities for the Mujahideen whose education had been disrupted by the war.
- The assistance should support developing critical skills needed for reconstructing a Free Afghanistan.

B. ASSESSMENT OF NEEDS

1. Strategy

The strategy used to assess the needs for cross-border educational assistance required as many visits as possible, within the time constraints, to organizations and individuals involved with refugee education in general and specifically with education inside Afghanistan. The purpose was to identify the problems, politics, successes, failures and critical needs of education inside Afghanistan. About 40 such visits were

made as listed in the Schedule of Team Visitations (Exhibits I-1, I-2, I-3, and I-4). The majority of meetings were held in Peshawar with additional meetings in Quetta and Islamabad. The critical needs emerging from these meetings resulted in a series of specific proposals which form the core of this appraisal study.

2. Seven Party Alliance

The Team first visited each of the political party leaders of the Seven Party Alliance individually. Each of the parties supports freedom fighters, refugee camps, education and health programs. The leaders included their people responsible for education during the meetings. The parties were informed for the purpose of the appraisal study and asked to identify what they considered to be the most critical needs. Following these party meetings, Education Leaders of the Alliance were invited to a special meeting with the Team. At that meeting, the Alliance educators were asked to:

- Provide data on their own efforts to support education inside Afghanistan.
- Review the areas of assistance as proposed in the original scope of work.
- Identify any other areas of critical needs they felt should be addressed.

The Education Leaders proposed to meet on their own in order to summarize the data and then report back at a second meeting. The Team continued to gather data from additional sources described later in this section and then prepared the Draft Assistance Program to Aid Free Afghanistan Education for review by the USAID representative and the Seven Party Alliance. This document is presented in Exhibit I-5. The draft program was well received by all parties of the Alliance.

In the interim, the Alliance Education Leaders held three successive meetings to coordinate their efforts and summarize the collected data regarding the support each party was providing in relation to curriculum, textbooks, numbers of students, teachers, and transportation for primary, middle and secondary education. Additionally, they gathered data on the number of schools in operation and the cost, by item, to support them. It should be pointed out that the schools and mosques where classes have been and continue to be held are subject to bombings. These classes are frequently moved to avoid detection. Classes often are held outdoors with little, if any, of the usual facilities or organization expected of a typical school.

The Alliance Education Leaders elected a chairman who reported on the above items at the second meeting with the Team. The Team presented that same Draft Assistance Program (Exhibit I-5) and again the program received strong support. Since the Team also had collected data from the Alliance leaders in the Quetta area, the Alliance Education Leaders agreed to combine the Quetta school data with their own to produce a summary covering all Afghanistan provinces.

EXHIBIT I-1
TEAM VISITS IN PESHAWAR

DATE	POLITICAL PARTY LEADER	PARTY/ EDUCATIONAL LEADER
November 19, 1985	Mahaz-e Milli	Sayed Ahmad Gailani Eng Yagoob Roshan
November 19, 1985	Hezb-e Islami	Mawlawi Mohammad Yunis Khalis Haji Abdul Latif
November 19, 1985	Harakat-e Inqelab-e-Islami	Mawlawi Mohamed Nabi Mohammadi Abdul Qadim Yosufzai
November 20, 1985	Jamiat-e Islami	Prof. Burhanudin Rabani Dr. Abdul Hai
November 20, 1985	Jabh-e Nejat-e-Milli (National Liberation Front)	Prof. Sebghatullah Mujaddadi Shamsulhaq Peerzada
November 20, 1985	Hezb-e-Islami	Eng. Gulbuddin Hekmatyar Abdul Shukor
November 21, 1985	Islamic Alliance for Liberation of Afghanistan	Prof. Sayed Rasul Sayyaf Eng. Gulwazir Rasoli

MEETINGS WITH EDUCATIONAL REPRESENTATIVES

November 25, 1985	Seven Party Alliance Education Leader	Two-hour meeting to discuss current support for schools and the critical needs.
December 7, 1985	Seven Party Alliance Education Leader	Three-hour meeting to discuss critical needs report and statistics on current efforts.
December 11, 1985	Seven Party Alliance Education Leader	Seven-hour meeting to refine organization, structure, personnel and budget of Dept. of Ed.
December 16, 1985	Seven Party Alliance Education Leader	Farewell Meeting

EXHIBIT I-2
TEAM VISITS TO VOLUNTARY AND GOVERNMENT ORGANIZATIONS (PESHAWAR)

DATE	ORGANIZATION	OFFICIAL
November 18, 1985	International Rescue Committee	Steve Keller, Proj. Dir. Kathleen O'Hara, ESL
November 18, 1985	Secretary of Education, NWFP	Dr. Rashid Ahmed
November 21, 1985	Refugee School	Pabbi Refugee Camp
November 23, 1985	Pak-German Basic Ed.	Dr. Udo Bude
November 24, 1985	InterAid	Harrison Massey, Dir.
November 24, 1985	American Center	Major Saeed
November 24, 1985	SOS-PG Teacher Training Project, Belgium	Xavier Schoemackers
November 25, 1985 December 1, 1985	Commissionerate Afghan Refugees	Haji Mohsin Additional Comm. for Ed.
November 25, 1985 December 1, 1985	German-Afghanistan Committee	Dr. Ibrahim Rashid, Administrator
November 25 & 27, 1985	United Nations High Commission for Refugees (UNHCR)	Sher Zaman, Scholarship Hedsy Rothling, Ed. Ofsr. Dubon, Voc. Ed. Programs
November 26, 1985	Serving Emergency Relief and Vocational Enterprises (SERVE)	Gordon Magney, Director
November 27, 1985	Naheed Shaheed Girls School	Sayyed Qasim
November 28, 1985	Pakistan-German (GTZ)	Hamishkhan
November 29, 1985	Afghan Education Association	Hanneke Kouwenberg Project Mgr.
December 1, 1985	Visit to Naser Bagh Refugee Schools	
December 2, 1985	Director of Vocational Training and Skill Development, NWFP	Sikander Khan
December 5, 1985	Visit to Adazai and Mundapul Refugee Camps	Ahmad Zeb, Dir. Protocol
December 5, 1985	University of Peshawar	Dr. Tahirkheli Vice Chancellor

EXHIBIT I-3
TEAM VISITS IN QUETTA

DATE	ORGANIZATION	OFFICIAL
November 28, 1985	Quetta Party Leaders and Educational Directors of the Gailani, Nabi, and Mujaddadi parties	
November 28, 1985	Quetta Party Leaders and Educational Directors of the Rabani, Sayyaf, Khalis and Hekmatyar parties	
November 30, 1985	GTZ - Pak-German Technical Training, Quetta for Afghan Refugees	Dr. Frank Muller
December 1, 1985	UNHCR-Quetta	Mr. Andrew Mayne
December 1, 1985	ILO-Quetta	Mr. Geoffrey Bundy
December 1, 1985	Secretary of Education	Mr. Sayed Roshan Zamir
December 1, 1985	Vice Chancellor of Univ. of Baluchistan	Brig. (Ret.) Agha Shah
December 1, 1985	Pakistani-American Cultural Center, Quetta	Mr. Mervyn Angello
December 2, 1985	Commissionerate for Afghan Refugees	Brig. Gen. (Ret.) Said Azar, Chief Commissioner for Afghan Refugees

EXHIBIT I-4
TEAM VISITS IN ISLAMABAD

DATE	ORGANIZATION	OFFICIAL
December 9, 1985	Institute of Strategic Studies	Noor Hussain, Chair
December 9, 1985	United Nations High Commission for Refugees (UNHCR)	Peter Schoof, Program Officer
December 9, 1985	U.S. Education Foundation	Dr. Bruce Lohot, Chairman
December 9, 1985	British Council	A.B. Davidson, Acting Director
December 9, 1985	Egyptian Embassy Cultural Affairs	Tawfik Zadan, Counselor
December 9, 1985	MOE Department of Planning	Dr. Bokhari, Acting Secretary

DRAFT ASSISTANCE PROGRAM TO AID FREE AFGHANISTAN EDUCATION

The Soviet occupation forces with the Karmal regime have sought the destruction of Afghan culture, val , religion, and the educational system.

The mujahideen have successfully held off the forces of oppression, and they now seek to rebuild the Afghan educational system to ensure that the new generations will retain their culture intact.

In support of this effort it is proposed that USAID humanitarian assistance be provided as follows:

A. BASIC PRINCIPLES:

USAID humanitarian cross-border assistance should:

1. help ensure primary education for all children in Free Afghanistan;

2. assist in the development of middle and secondary education for all children in Free Afghanistan;

3. assist freedom-fighters whose education has been interrupted by the Soviet invasion;

مسوده پروگرام همکاری اداره انکشاف بین المللی برای تعلیم و تربیه افغانستان آزاد.

قوای اشغالگر شوروی و رژیم کارمل عامل تخریب کلتور افغانی، ارزش ها، مذهب و سیستم تعلیم و تربیه بشمار میروند.

مجاهدین مستحکم و موفق در برابر قوای ظالم بوده در تلاش اند سیستم تعلیم و تربیه خود را طوری احیا نمایند که نسل جوان کشور را به تحفظ ارزش های کلتوری خود مطمئن گردانند.

برای تقویت این مجاهدت ها پیشنهاد میشود که اداره انکشاف بین المللی امریکا فرصت کمک های انسانی را بشرح ذیل مهیا سازند.

A - پرنسیپ های اساسی:

کمک های انسانی اداره انکشاف بین المللی امریکا به آنسوی سرحدات باید:

۱. زمینه تعلیمات ابتدائی را به همه اطفال افغانستان آزاد مهیا سازد.

۲. در تأسیس و انکشاف مکاتب متوسط و ثانوی به همه اطفال افغانستان آزاد کمک نماید.

۳. به مجاهدین آزادیخواه که تعلیمات شان نسبت تهاجم شوروی ها مختل شده کمک نماید.

4. assist the Alliance in the development of a national educational system;

۴. در راه انکشاف سیستم ملی تعلیم و تربیه با ائتلاف مجاهدین کمک نماید.

5. encourage the development of a co-operative effort by the parties in meeting the immediate and long-range educational needs of Free Afghanistan;

۵. تنظیم های مجاهدین را از نظر اشتراک مساعی همکاری شان در جهت توصل به اقناع ضرورت های عاجل و پلانهای متوسط و طویل المدت تعلیمی و تربیتی افغانستان آزاد همکاری نماید.

6. assist in the development of administrative, technical, and professional skills critical to building and maintaining a Free Afghanistan.

۶. در راه انکشاف سیستم اداری، فنی و مهارت های مسلکی که باعث اعمار مجدد افغانستان آزاد گردد همکاری نماید.

B. STRATEGIES FOR IMPLEMENTATION:

B. روش های عملی و تطبیقی آن

Based on discussions with party leaders, private voluntary organizations, government and other assistance agencies; visitations to refugee schools; discussions with school teachers, administrators and students at primary, middle, secondary, and higher education schools, and with Pakistan education officials, the following strategies are suggested for carrying out the principles described above:

بر اساس مباحثات که با رهبران تنظیم های مجاهدین، موسسات رضاکار، حکومت و ادارات امدادی دیگر، مباحثه با معلمان مدارس، اداره چیان، شاگردان مدارس ابتدائی، متوسطه، ثانوی و تحصیلات عالی و ادارات تعلیمی پاکستان بعمل آمد، روش و طرز العمل های ذیل برای تطبیق پرنسیپ های فوق پیشنهاد میگردد:

1. provide the resources to ensure that textbooks and stationery are available to all primary school children;

۱. تهیه منابع مالی جهت دسترس قرار دادن کتب و مواد و لوازم درسی برای همه اطفال مدارس ابتدائی.

2. support the teachers through provisions for salaries, training, and instructional materials;

۲. مساعدت با معلمان از طریق پرداخت معاش، فرصت تحصیل و تهیه مواد تعلیمی برای آنها.

3. support the development, production, and distribution of curricula, textbooks, and stationery as approved by the new Education Council of the Seven-Party Alliance;

۳. مساعدت در انکشاف، تولید و توزیع نصاب تعلیمی و کتب و مواد و لوازم درسی که مورد تصویب و تائید شورای تعلیمی نمایندگان جهت تنظیم ائتلافی قرار گرفته باشد.

4. provide for the development of an Afghanistan Academy that will offer instruction in teacher training, educational administration and development, public administration, and agriculture; intensive English and academic preparation for study in higher education institutions in Pakistan, the USA, and other countries would also be included;

۴. تاسیس اکادمی افغانستان که فرصت تحصیل را در رشته های تربیه معلم، اداره تعلیمی و تربیتی، اداره عامه و زراعت را آماده سازد و جهت آماده گی و شمول در موسسات تحصیلات عالی پاکستان، ایالات متحده امریکا و کشور های دیگر با ارائه فرصت آموزش علمی لسان انگلیسی فراهم آورد.

5. provide assistance for the development of a Department of Afghan Educational Affairs that will develop and coordinate education in Free Afghanistan.

It is suggested that the Education Council composed of the parties' education leaders would establish the administrative structure of the Department and select the key administrators who meet appropriate professional requirements. The Department would then be responsible for the design, implementation, and supervision of all Free Afghanistan educational programs.

۵. تاسیس دانشکده اداره امور تعلیمی افغانی که مسئولیت انکشاف و هم آهنگی تعلیم و تربیه را در سراسر افغانستان آزاد بعهده گیرد.

پیشنهاد میشود که شورای تعلیمی و تربیتی که از امور تعلیمی جهت تنظیم ائتلافی نمایندگی میکند ساختمان اداری اداره تعلیم و تربیه برای افغانستان را طرح ریزی و افراد را که جهت پیشبرد امور اداری موظف میشوند تعین و به ایشان مسئولیت طرح، تطبیق و نظارت امور تعلیم و تربیه و پروگرام های تربیوی افغانستان آزاد را بسپارند.

TABLE OF CONTENTS

At the third meeting with Alliance Education Leaders, the Team presented recommendations for enhancing the proposed organizational structure of the Free Afghanistan Department of Education (FADOE) plus a summary of statistics on existing and proposed schools. This information provided a basis for the development of the major project in this report.

3. **Private Voluntary Organizations (PVOs)**

The second group to be visited by the Team was made up of private voluntary organizations (PVOs) involved in providing education assistance inside and outside Afghanistan. There were a considerable number of organizations supporting refugee education in Pakistan. The Team's visits largely involved assessing what was being provided in the way of curriculum, textbooks and instructional materials, as well as the availability and preparation of teachers. The potential for transferring these resources to schools inside Afghanistan was a prime concern. Few PVOs were providing educational assistance within Afghanistan, and only the Afghanistan Education Committee seemed to have a well organized program which directy supported schools through 18 projects in 14 provinces. Some PVOs were providing textbooks, student materials and health guides for use in the refugees camps.

4. **Others**

The Team visited several refugee schools in three camps in the Peshawar area where discussions were held with teachers and administrators and observation visits made to numerous classrooms. Meetings were held with the Pakistan Education Cell of the Commissionerate for Afghan Refugees which is responsible for establishing and supporting refugee schools through funds from the United Nations High Commission for Refugees (UNHCR). Through a Textbook Board they arrange for approval, publication and distribution of textbooks. The Development Center for Afghan Education also is involved in the preparation of textbooks for the refugees in Pakistan and schools in Afghanistan.

5. **Summary of Needs**

As a result of the numerous visits, discussions and conferences with most of the public and private organizations involved with the refugee problem, (especially the Seven Party Alliance) the following needs have been identified as the most critical for educational assistance inside Afghanistan:

a. **Support for primary, middle and secondary education**

- Curriculum
- Textbooks
- Stationery (students supplies)
- Teacher training
- Tents and tarpaulins
- Instructional materials
- Teachers' and administrators' salaries
- Administrative materials
- Transportation.

b. **Freedom fighter support**

The Alliance identified assistance to freedom fighters whose education had been interrupted as a high priority. This assistance would be provided through the development of an Afghan Academy which would provide for training in critical skill areas including:

- Teacher training
- Educational administration
- Public administration
- Agriculture
- English language training
- Afghan studies
- Intensive preparatory program for post-secondary study.

c. **Scholarships**

In addition, the Alliance urged support for significantly expanding the scholarships for Afghans in Pakistan institutions at the secondary level and higher, and provisions for scholarships to the United States in selected critical skill areas.

d. **Coordination**

Another critical need identified was the provision for the coordination of all education cross-border assistance through the establishment of the Free Afghanistan Department of Education (FADOE) which would be responsible for:

- Educational policy
- Curriculum design and approval
- Textbook development, production and distribution
- Staff development
- Supervision
- Organization and management of school system(s)
- Financial management
- Supplies and facilities.

C. DEVELOPMENT OF PROJECTS

In order to meet the needs described in this section, the Team has developed four major project proposals:

- Development of the Free Afghanistan Department of Education (FADOE)
- Support for primary and secondary education
- Establishment of the Afghan Academies
- Strengthening scholarship options in Pakistan and other countries.

Each of these projects is described in detail in the sections that follow with a rationale and a development program complete with cost estimates.

SPECIAL NOTE

Support for middle and secondary education was dropped after the appraisal revealed that the cost was far in excess of any potential USAID funding.

SECTION II
BACKGROUND

A. STATUS OF EDUCATION PRIOR TO 1978

1. Early Expansion

Prior to the communist coup d'etat in April 1978, the Government of Afghanistan recognized the importance of and promoted an expanded educational system in the country. The literacy rate at the time of the coup was estimated to be between five and ten percent (Dupree, 1983), and the number of students in school included 1,000,000 in primary schools (grades 1-8), 133,000 in secondary schools, and 21,000 in higher education. About 17 percent of the national budget was devoted to education in 1978. (International Handbook of Education, 1983)

2. Educational Reform of 1975

As a result of the Educational Reform of January 1975, a new educational policy was promulgated to:

- Improve the quantity and quality of education by means of reforming the educational structure and creating conditions for its better organization and coordination.
- Relate education to manpower training and coordination.
- Prepare the groundwork for literacy during primary education.

One of the major changes brought about as a result of the 1975 Reform was a reorganization of grade structure in the school system. Prior to the Reform, the system consisted of village schools (grades 1-3), primary schools (grades 1-6), lower secondary schools (grades 7-9), upper secondary schools (grades 10-12) and higher level schools (grades 13 and beyond). After the reform, the primary level included village schools (grades 1-3), primary schools (grades 1-8), the secondary schools (grades 9-12) and post-secondary education beginning with grade 13. The intent of the Reform was to provide universal primary education through grade 8, including provisions for vocational education for boys and girls in grades 7 and 8. (See Exhibit II-1.)

3. Major Problems

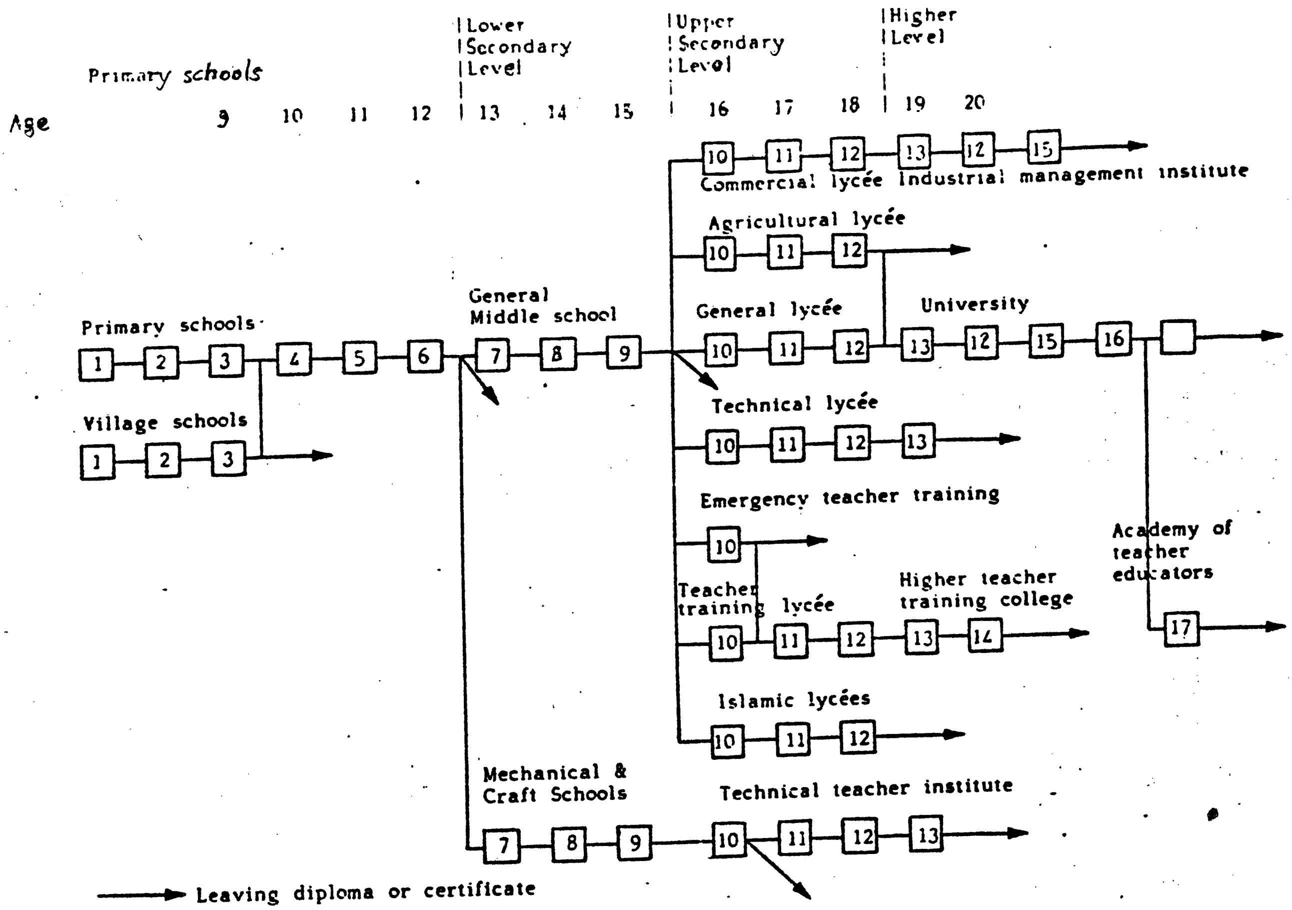
Even with the partial implementation of the Reform prior to the coup, many educational problems were evident. The problems included:

- Lack of trained teachers at all levels
- Inadequate financing
- Shortage of buildings, equipment, textbooks and supplies
- Low student attendance rates
- High dropout rate beginning at the primary level
- Lack of primary education (reaching less than one-third of the age group)
- Absence of vital in-service education and supervision.

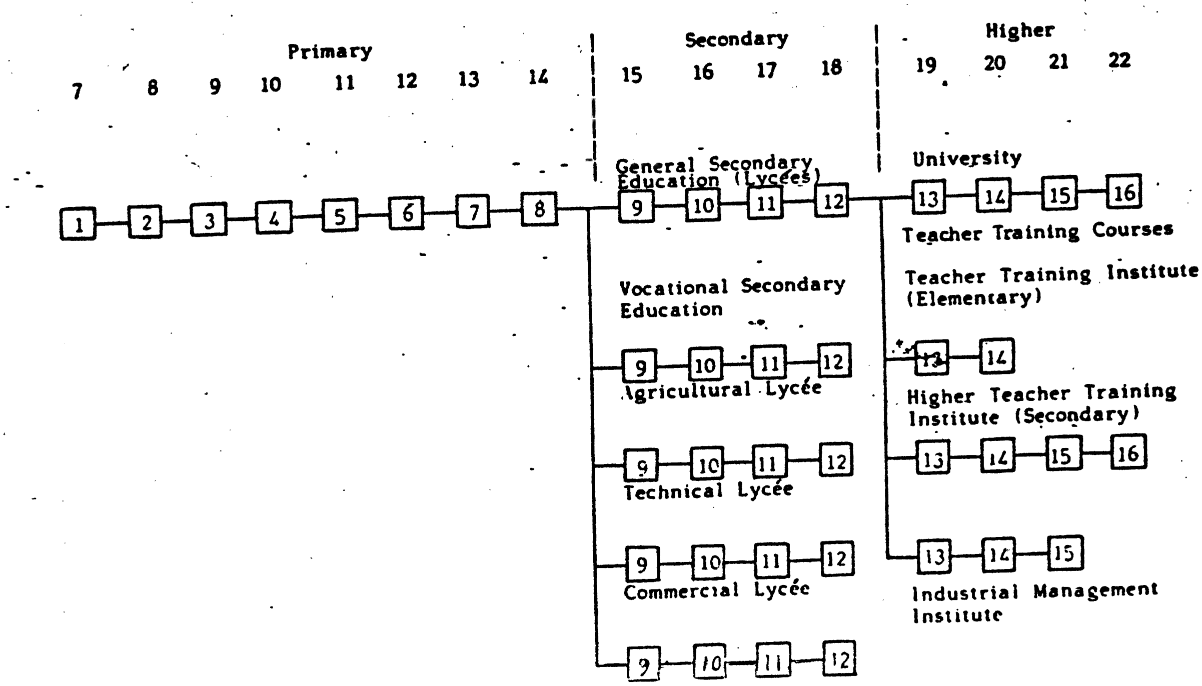
EXHIBIT II-1

EDUCATIONAL STRUCTURE IN AFGHANISTAN PRE AND POST WAR 1975

EDUCATIONAL FLOWCHART UP TO 1975 - AFGHANISTAN



THE EDUCATIONAL STRUCTURE 1975-1979



Prior to 1978, the development of the Afghan educational system was hampered by imprecise aims, lack of trained manpower, and lack of financial resources--a situation not dissimilar to that prevailing in many countries (International Handbook of Education, 1983). However, taking the status of education during that period into consideration, the Government of Afghanistan was making some progress in modernizing and expanding its educational system.

B. STATUS OF EDUCATION FOLLOWING COUP

1. Marxist Influence

The 1978 coup brought about drastic changes in all aspects of civil governance in Afghanistan including the education system. The Afghan Communist Party (PDPA) took over the educational system and placed Soviet advisors in all the departments of the Ministry of Education. One of the first Soviet concerns was to start a reform of the education system (Gille, 1984). In the provinces, the regime took advantage of a literacy campaign previously launched. It also was able to use its representation among primary school teachers to its advantage to try and disseminate Marxist ideology in rural areas. The lack of acceptance by the rural population resulted in the teachers being expelled, the schools destroyed and the end of the Government school. According to the Bakatar Communist Agency, 1,874 schools were destroyed by the rebels and another 1,000 schools were closed because the teachers were not able to reach them.

Roy (1983) states, "The peasant reluctance does not date back to the communist coup. But whereas, the former regime was expanding its school network very progressively, the communist regime of President Taraki launched a campaign of compulsory literacy and used elementary school teachers as driving belts in the new system. The communist state was perceived both as a Jacobin and ideological tyranny, both as the brutal takeover of village communities by a centralized and militarized state and as the imposition of cultural models that completely negated the peasants' values."

The destruction of the schools was not, as the pro-Russian government claimed, anti-education; it was a reaction to the particular form of education which threatened the traditional cultural and religious values of the Afghan people. The Resistance leaders, feeling that the struggle to regain control of the government would be a short one, did not consider the educational system as a high priority. With the overthrow of the Amin government and the resulting Soviet invasion in December 1979, the situation changed dramatically for the Afghan freedom fighters, the Mujahideen.

2. Post-Invasion Conditions

In the five years since the Russian invasion, military action has increased, leaving much of the countryside devastated. Approximately one-third of the population are refugees, some fleeing to Pakistan and Iran, others living inside Afghanistan. Militarily, the situation is at a stalemate: although the Mujahideen control most of Afghanistan's rural areas, they are not strong enough to remove the Soviets by force, and the Soviets will not leave of their own accord.

3. Sovietization Strategy

When their efforts to gain support for the Karmal regime failed, the Soviets adopted a long-term strategy of Sovietization of the Afghan society and its institutions. The educational system was one of its prime targets.

Because the Soviets completely dominate the Ministry of Education, all school operations are an extension of the Party: the adminstration, curriculum, instructional materials, organization, teachers and students reflect the Soviet model. To instill the Marxist-Leninist views on Afghan youths, the Party sends many Afghan students to the Soviet Union or its satellites for training (See Exhibit II-2). The government sends more young children each year to the Soviet Union for extensive long-term education (ten years or longer), in order to create a pro-Russian elite to rule Afghanistan in future years. As seen in other countries, such a group of ideological leaders can have great impact.

4. Critical Importance of Education for the Mujahideen

Although their ability to resist the Russians has improved during the five years of occupation, Mujahideen leaders realize that they must act at all levels to preserve the Afghan culture and traditions inside and outside Aghanistan. Education for Afghan children is an important, if not the most important, factor in this arena.

In October 1985, 528 schools enrolled 84,110 Afghan students in the Pakistan refugee camps (Education for Afghan Refugee Children, 1985). The curriculum has a strong Jihad orientation as it did before the war. Many teachers are Afghan refugees.

C. POLITICAL FACTORS

1. Afghan-Pakistan Relations

Pakistan willingly has accepted and effectively accommodated approximately three million Afghan refugees with no strife of any significance. This is due, in part, to the past historical mix of the countries and to their common Islamic heritage. Regardless of the reasons, Pakistan is to be admired for the kindness and compassion shown their Afghan brothers. The Afghans, too, deserve a great deal of credit for accepting their refugee role with a spirit of cooperation and dignity.

Despite the overall stability, there has been and continues to be a certain amount of understandable distrust between Pakistanis and Afghans. The Government of Pakistan (GOP) is faced with critical decisions regarding the future of the refugees. If the Soviets decide to occupy Afghanistan permanently, the GOP is faced with the major task of the integration of the refugees into their society. Since the Soviets have been fighting the Mujahideen for five years, it would appear that there is little chance for an immediate settlement. Given the uncertainty of the situation, the GOP is reluctant to allow the Afghans to establish Afghan institutions which could be divisive in the future in relation to the potentially necessary integration of Afghans into Pakistan society.

For their part, the Afghans want to make their own decisions and develop their own institutions without interference from Pakistan, but they do understand Pakistan's view and are appreciative of what the people of Pakistan have done for them. In several meetings with Alliance officials and other Afghans, the Team was made aware of the desire of the Afghans to design and implement their own education programs in the refugee camps as well as in their own country.

EXHIBIT II-2
AFGHANS SENT TO COMMUNIST COUNTRIES
BETWEEN JULY 1980 AND DECEMBER 1984

Communist Party and Affiliated Organizations	15,965
Armed Forces	7,440
Police Forces	1,380
Workers and Government Employees	1,093
Students	2,332
Children Between Ages 4 and 14	21,398
Tribes, Nationalities, and Elders	1,238
People Sent But Reason Unknown	2,100
TOTAL	**52,946**

Source: Freedom, Vol. 4, No. 2, August 1985.

Does not include KHAD (secret police) members sent. In 1984, KHAD sent 3,600.

2. Competition Between Political Parties

The history of Afghanistan is one of tribal and political strife. The present parties constantly are seeking to enhance their position through demonstrating their ability to support both the freedom fighters and the refugees. The result has been a competitive rather than a cooperative effort in providing educational support within Afghanistan. The recent efforts to encourage greater cooperation between the political parties has led to the development of the Seven Party Alliance. The Team turned to the Alliance to gather data regarding the support each party is providing to education and to identify the present critical needs for education in Afghanistan. Each party has its own administrative staff, including a person responsible for their education programs. These education leaders evidenced a spirit of cooperation in the three meetings held with the Education Team. It is imperative that the Education Leaders provide a unified approach to support education, realizing there will continue to be tension and some differences between the parties regarding the details.

3. Establishment of Pakistan Welfare International

There has been no systematized coordination of assistance programs provided by the Pakistan Government, PVOs and other support groups involved in cross-border assistance. To address this need, the GOP, in collaboration with the United States Agency for International Development (USAID), has established Pakistan Welfare International (PWI) as an umbrella agency for many of the U.S. Government cross-border humanitarian efforts. The proposed educational assistance program would be implemented and monitored through PWI. It will establish an advisory council for the education component of its operation. It is anticipated that the proposed Council, made up from the Alliance Education Leaders representing each political party, would be responsible for establishing policy regarding all Afghan education programs. The Council, if given appropriate authority, should be able to effectively initiate, coordinate, control and implement the urgently needed education programs for the people inside Afghanistan. As noted in each of the proposed projects that follow, the Education Advisory Council, operating as wing of PWI, would play a major role.

SECTION III
FREE AFGHANISTAN DEPARTMENT OF EDUCATION (FADOE)

INTRODUCTION

This Section describes the need, development, required resources and operation of a proposed organization to provide for national leadership in Afghanistan education through the establishment of a Department of Education.

A. CURRENT SITUATION

1. Private Voluntary Organizations (PVOs)

Although there are several PVOs and other agencies providing educational support for refugees in Pakistan, there are only a few directly concerned with educational support of education inside Afghanistan. Coordination of some of the educational support for refugees in Pakistan is carried out by the Education Cell of the Commissionerate for Afghan Refugees. This organization is responsible for establishing schools and facilities, supervising teachers and administrators, coordinating textbook development, providing scholarships in Pakistan schools, supplying uniforms, sports facilities, and student and instructional supplies. Additionally, it provides in-service teacher training for both new teachers and those with some experience.

The Team made every effort to search out PVOs directly involved in cross-border educational support. It found three PVOs providing such assistance. The Cultural Council of the Afghanistan Resistance has supplied textbooks, teacher guides, salaries, student supplies, transportation and literacy programs for the Mujahideen, and the Afghan Education Committee has provided textbooks, student supplies, transportation and teacher salaries. The contribution of the third organization, Afghan Aid, is unknown, since the director was unavailable. As far as could be determined, there is no coordination between these groups. Each agency determines its own objectives, types of assistance and regions and groups within in Afghanistan they wish to support.

2. Political Parties

Although there has been some coordination among a few of the parties, each provides educational support in areas where the freedom fighters have allegiance to their particular party. The support has included teachers, curriculum, textbooks and transportation. As in the case with the PVOs, there is a lack of a systematic approach to meeting countrywide educational needs. Since the Seven Party Alliance began to work together to provide summary data on education in Afghanistan, these leaders have shown a remarkable willingness to cooperate with each other. Further, they strongly urged the formation of a central educational authority responsible for all Afghanistan education.

3. Critical Needs

At present there is no Afghanistan Government in exile which could provide the leadership for the coordination and management of an educational system. There is, in fact, no system in place; only a variety of groups exist, struggling as best they can to meet the immense educational needs of a nation under seige. Many families have struggled to continue their lives in the towns and villages with their children attending makeshift schools in some areas while in other areas schools are nonexistent. Other families leave to seek better educational opportunities in the safety of Pakistan.

Textbooks, curricula, teachers and instructional materials are supplied, if at all, in an uncoordinated and disjointed effort due to the lack of any central authority with the overall responsibility for education. If families are to be encouraged to remain and support the fight for freedom, it is essential that every reasonable effort be taken to ensure their children of the opportunity to receive an appropriate education based on Islamic principles and Afghan traditions and culture, whether living in Afghanistan or not. Only a rational and systematized central organization with full authority and responsibility can hope to accomplish this immense task under the extremely difficult conditions which exist. Indications are clear that with appropriate support, the Educational Leaders of the Seven Party Alliance are willing and ready to support the establishment of the Free Afghanistan Department of Education (FADOE) to take on this important task.

B. PROPOSED ORGANIZATIONAL STRUCTURE

1. Criteria

There are several important criteria to consider in establishing the structure of FADOE. First, it should be able to effectively manage, deliver and monitor the educational services described in the projects that are detailed in this report. Additionally, it should be capable of providing the same services for all education assistance inside and outside Afghanistan. The organizational structure should, to the extent possible, reflect the system in operation prior to the Soviet invasion, i.e., it should be Afghan in nature. (This similar structure will facilitate the Department's transfer to Afghanistan at some time in the future.) It should be designed to handle immediate and developmental education needs. Due to the overwhelming demands on available financial resources for education, the Department should be organized in an efficient and cost-effective manner and positions filled on the basis of priority and critical needs.

2. Relation to PWI

The establishment of the Pakistan Welfare International (PWI) would provide a conduit through which much of USAID cross-border humanitarian aid would flow. PWI would have a series of wings responsible for various assistance areas. The wings would have advisory councils, and it is recommended that the proposed Education Advisory Council be composed of a representative from each of the seven political parties making up the Alliance. It is highly probable that the people selected by the parties would be the same education leaders the Education Team has met with to design the projects in this report. The Team believes it is critical that the proposed Education Advisory Council be the organization responsible for all educational policy. In this position, the Council would become the conduit through which PWI educational assistance flows to fill priority educational needs.

3. Organizational Chart

Exhibit III-1 shows the organizational relationships and hierarchy. Initially the structure was proposed by the Team and reviewed and modified by the Alliance Educational Leaders. Joint meetings followed with the Team to discuss this organization further. Thus, the development of FADOE accurately reflects the needs, as seen by Afghans, for a structure to govern all aspects of their education system.

Exhibit III.1

AFGHANISTAN EDUCATION ACTIVITY

AFGHANISTAN DEPARTMENT OF EDUCATION

ORGANIZATIONAL CHART

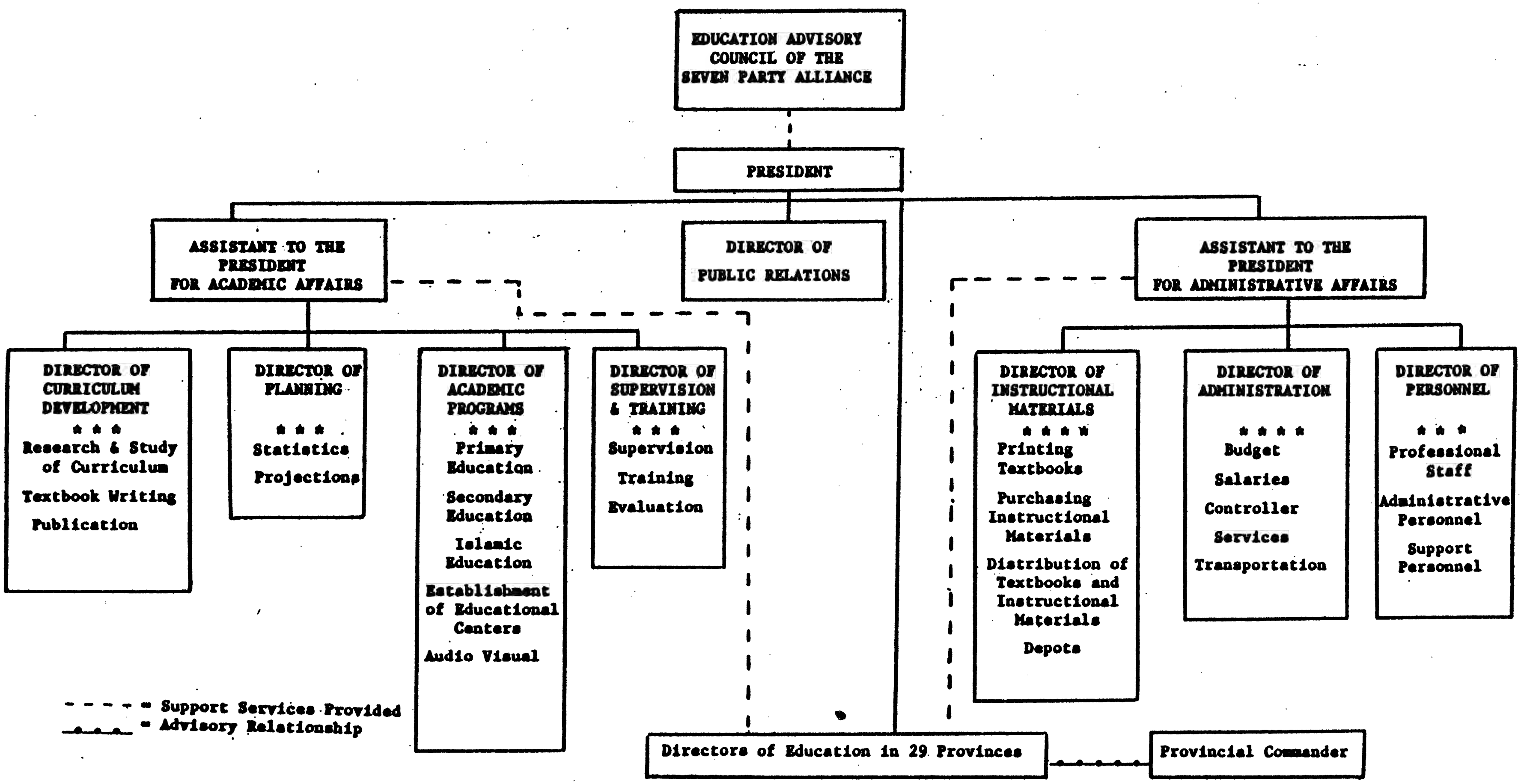


Exhibit III.1

C. POSITION RESPONSIBILITIES

1. Education Advisory Council

The proposed Education Advisory Council, made up of the educational representatives of the Seven Party Alliance, would be considered the supreme council and would be responsible for all educational policy matters. Additionally, they would establish the professional and experience criteria, screen candidates and select people for the positions of President and the Assistant to the President for Academic Affairs, as well as the Assistant for Administrative Affairs. The President would, in turn, establish professional and experience criteria, screen other professional candidates and recommend them to the Education Advisory Council for approval. The director positions would supervise departments including curriculum development, instructional materials, administration and personnel. These department directors would, in turn, follow the same procedures in selecting support personnel for approval by the President.

2. President

The President's responsibility would be to serve as chief executive officer and administrator of the department. His assignment would include:

- Coordinating establishment of objectives and planning of annual activities to meet goals.
- Evaluating performance of Assistants to the President for Academic and Administrative Affairs respectively and the Director of Public Relations.
- Maintaining liaison with other Alliance departments, PWI, USAID and other agencies as appropriate.

3. Assistants to the President for Academic and Administrative Affairs

The assistants would be responsible for coordination, supervision and evaluation of the directors of their respective departments. In addition, the Assistant for Academic Affairs would act for the President during his absence.

4. Director of Public Relations

The Director of Public Relations would report to the President and be responsible for developing public relations material relating to FADOE educational activities such as: advertising for Department positions, teaching and administrative positions for the schools; making known scholarship opportunities in Pakistan and overseas throughout the refugee camps and informing new arrivals of the educational opportunities.

5. Department Directors

Each director would be responsible for establishing a department to carry out the activities specified by the administration. Additionally, he would be responsible for establishing departmental goals, supervising and evaluating support staff and ensuring that annual objectives are met. Each of the 29 provinces of Afghanistan would have a Provincial Director of Education, three inspectors, a storekeeper/clerk and a janitor to assist in the education implementation in their regional centers.

D. FACILITY NEEDS

1. Location

In order to serve all areas of Free Afghanistan, it is proposed that the main office be located in Peshawar which will serve 19 of the provinces and that a field office be located in Quetta to serve the other 10 provinces. The primary function of the Quetta office would be to handle the transportation of books and supplies provided by the Peshawar office. The main office in Peshawar would not only provide needed assistance in transportation of books and materials to the 19 provinces it would serve, but also would provide the overall administration.

2. Office Space

About 15,000 square feet of office space would be needed to house the 96 professionals and support personnel required for the Department in Peshawar. It is recommended that an additional 700 square feet be provided for the Quetta office. The rental facility in Peshawer would have to be adapted to provide the following work areas:

- Individual offices for the President, Assistants (2) and the Public Relations Director.

- Seven large office areas for various divisions which could provide about 16 work areas for the departments under the Directors. **Note:** In order to minimize costs, no funds are proposed for office renno-vation.

- Since the Quetta office would be small, there should be little difficulty in locating appropriate space for the staff.

3. Furniture and Equipment

The Team recommends that funds be provided for standard office furniture, equipment and supplies for both locations. Additionally, six vehicles are proposed which will be used for transporting personnel, school supplies, textbooks and other support materials.

E. PROJECT DEVELOPMENT RECOMMENDATIONS

1. Justification

There is no Afghanistan Government agency to provide educational opportunities for the school age children in Free Afghanistan. The leaders of the Mujahideen Seven Party Alliance and their education leaders requested support for an organization to administer educational activities inside Free Afghanistan. Given war time conditions, FADOE would provide equal education opportunities inside Afghanistan to the extent possible.

2. Assumptions

The development of the project is based on the following assumptions:

- There is no Afghan organization currently responsible for managing and developing an Afghan educational system.

- Each of the seven political parties will give support to such an organization.
- The Pakistan Government actively will support the concept of the Afghans developing and managing their own educational system.
- The Seven Party Alliance will support the selection of the key leaders of FADOE on priorities based on professional qualifications and experience.

3. <u>Objectives</u>

The major objective of the proposed organization would be to serve the educational needs of all school age children in primary, middle and secondary schools existing in Afghanistan. The organization also would ensure that existing schools are upgraded and, as needs arise, that additional schools are established. The project would provide the necessary assistance to carry out the implementation and development for FADOE to supervise and successfully accomplish the designated objectives.

4. <u>Level-of-Effort</u>

There are three long-term technicians required for the implementation of this project. These three specialists also would provide assistance to the support for primary education as described in Section IV.

- <u>Educational Administrator and Team Leader</u> (42 Person-months)
- <u>Curriculum and Instruction Specialist</u> (21 Person-months)
- <u>Instructional Materials Production Specialist</u> (30 Person-months)

5. <u>Scope of Work</u>

The technical advisors would be involved in all aspects of project planning, development, implementation and evaluation. The responsibility for all project activities would be assigned to Afghan personnel in administrative positions in FADOE. The advisors would work with counterpart personnel in each of the areas of assistance requested.

The implementation of the project for enhancing, establishing and supporting elementary schools in Afghanistan cannot be initiated until FADOE is established and the key administrative and support positions are filled. Assistance in organizing and staffing the Department should be provided by all three long-term advisors in organization and establishment of candidates' qualifications for each of the key positions. Establishing an effective working relationship with Department personnel from the beginning of the project would enhance the probability of achieving the project's goals. Responsibilities for key personnel follow.

a. Educational Administration and Team Leader

Qualifications

- Advanced degree in educational administration.
- Extensive experience in organizing and managing educational programs.
- Previous long-term experience as an educational administration consultant in one or more developing countries with some experience in Afghanistan or Pakistan desirable.

Responsibilities

This specialist would be responsible for coordinating the activities of the USAID education team, monitoring reports and would serve as liaison with key Afghan, Pakistan, PWI and USAID officials. His initial responsibility would be to assist the President of FADOE in initial organization, staffing (including the development of professional criteria), start-up and development of the new Department. Since the proposed support for primary education would flow through FADOE, the specialist also would provide assistance in the organization of that program.

b. Curriculum and Instruction Specialist

Qualifications

- Advanced degree in elementary curriculum development and teacher education.
- Extensive experience in conducting curriculum development training programs and preparing elementary teachers
- Experience in a developing country preferable.

Responsibilities

The Curriculum and Instruction Specialist would work with the FADOE Director of Curriculum Development in organizing and implementing a system for curriculum development under the guidance of the proposed Education Advisory Council. Additionally, the specialist would provide assistance to the Director of Supervision and Training in organizing and developing the areas of teacher training, supervision and assessment.

c. Instructional Materials Production Specialist

Qualifications

- Advanced degree in education with major in instructional materials.

- Extensive experience in design, development and distribution of textbooks

- Experience in a developing country desirable.

Responsibilities

This specialist would assist the Director of Instructional Materials in organizing that department and developing and implementing a system for the production of textbooks and other instructional material.

6. Implementation Plan

The Alliance Education Leaders suggested Peshawar as the main office for FADOE and Quetta as the field office, serving adjacent Afghan provinces. Both USAID and PWI also have offices in these cities; this proximity would assist in effective communication and program support. Additionally, it appears that appropriate office space would be available. Once a site is identified and office space arranged, key administrators could be selected, and equipment and furniture could be purchased. At this point, the planning, development and implementation of services could begin. The sequence of activities is described in the Implementation Plan (Exhibit III-2).

7. Project Monitoring

To monitor the project, technical advisors would submit monthly reports of accomplishments and problems encountered. The Team Leader would prepare and submit reports quarterly to summarize progress and identify critical problems. Outside independent evaluators are proposed to conduct mid-point and end-of-project reviews.

F. FUNDING REQUIREMENTS

The funding requirements shown in Exhibits III-3, III-4 and III-5 are based on a 42-month project and reflect this proposed plan of development.

Exhibit III-2
Free Afghanistan Department of Education
Implementation Schedule

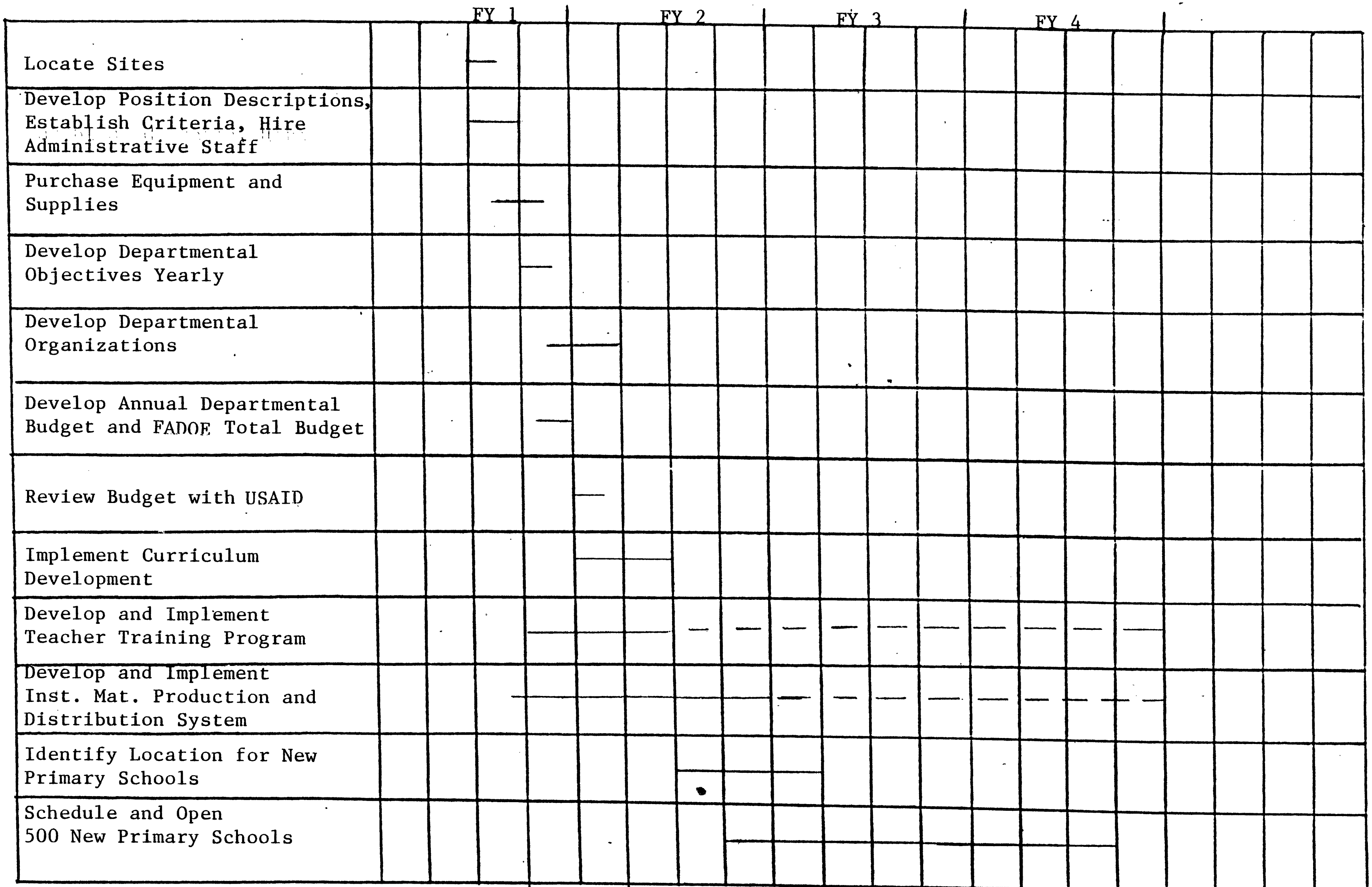


EXHIBIT III-3

FREE AFGANISTAN DEPARTMENT OF EDUCATION
SUMMARY BUDGET

CATEGORY	FY I 6 MOS AMOUNT U.S. $	FY II 12 MOS AMOUNT U.S. $	FY III 12 MOS AMOUNT U.S. $	FY IV 12 MOS AMOUNT U.S. $	TOTAL 42 MOS AMOUNT U.S. $
Personnel Salaries and Wages	$355,125	$745,763	$760,678	$775,892	$2,637,458
Facility Needs	$191,600	$0	$0	$0	$191,600
Operational Expenses (Vehicle Fuel & Maintenance)	$7,200	$15,120	$15,876	$16,670	$54,866
Office Supplies	$18,000	$18,900	$19,845	$20,837	$77,582
Annual Rent	$22,642	$47,547	$49,924	$52,420	$172,533
TOTAL	$594,567	$827,330	$846,323	$865,819	$3,134,039

EXHIBIT III-4

FREE AFGANISTAN DEPARTMENT OF EDUCATION
FURNITURE AND EQUIPMENT

CATEGORY	AMOUNT U.S. $
FACILITY NEEDS (ONE COST ONLY)	
Peshawar Office Equipment	
Executive Offices 11 @ $1,700 ea	$18,700
16 Work areas @ $1,700 ea (6 pers/work area)	$27,200
Library and Audiovisual Equipment	$60,000
Vehicles	
4 vehicles @ $12,000 ea	$48,000
2 vehicles @ $18,000 ea	36,000
Total Peshawar Office Facility Needs	$189,900
Quetta Office	
Executive Office 1 @ $1,700	$1,700
Total Quetta Office Facility Needs	$1,700
Total Facility Needs	$191,600
ANNUAL COSTS	
Annual Office Rentals	
Peshawar @ $37,736/yr	$37,736
Quetta @ $7,547/yr	$7,547
Maintenance/fuel @ $200/mo x 6 vehicles	$14,400
Office Supplies	$18,000
Total Annual Costs	$77,683

EXHIBIT III-5

16 Rs= 1 $US

FREE AFGANISTAN DEPARTMENT OF EDUCATION
PERSONNEL SALARIES AND WAGES

CATEGORY	ANNUAL AMOUNT RUPEES	ANNUAL AMOUNT U.S. $
Peshawar Office		
President 1 @ Rs 144,000/yr	144,000	$9,000
Assistant to President/Academic Affairs 1 @ Rs 120,00	120,000	$7,500
Assistant to President/Admin Affairs 1 @ Rs 120,000/y	120,000	$7,500
Directors (8) @ Rs 96,000/yr	768,000	$48,000
Professional Personnel (49) @ Rs 72,000/yr	3,528,000	$220,500
Support Personnel (47) @ Rs 60,000/yr	2,820,000	$176,250
Drivers (6) @ Rs 30,000/yr	180,000	$11,250
Janitors/Guards (25) @ Rs 8,000/yr	450,000	$28,125
Total Personnel Peshawar Office	8,130,000	$508,125
Quetta Office		
Executive Director 1 @ Rs 96,000/yr	96,000	$6,000
Support Personnel 3 @ Rs 60,000/yr	180,000	$11,250
Total Personnel Quetta Office	276,000	$17,250
Total Personnel Both Offices	8,406,000	$525,375
Provincial Offices (29)		
Prov. Director of Education 29 @ Rs 24,000/yr	696,000	$43,500
Inspectors 87 @ Rs 18,000/yr	1,566,000	$97,875
Storekeeper/Clerk 29 @ Sr 12,000/yr	417,600	$26,100
Janitor 29 @ Rs 9,600/yr	278,400	$17,400
Total Provincial Offices	2,958,000	$184,875
GRAND TOTAL ANNUAL PERSONNEL SALARIES	11,364,000	$710,250

SECTION IV
SUPPORT FOR PRIMARY AND SECONDARY EDUCATION

BACKGROUND

Inside Afghanistan, the Mujahideen control almost all of the countryside outside the large cities. Even though there have been major disruptions with many people relocating as a result of the war, there are many areas that are relatively secure with a well-organized civil administration in place. This also is true in the field of education. The Mujahideen realize that without schools there would soon be a generation of illiterates, a deficit that would hamper their ability to continue the resistance and to rebuild Afghanistan after the war.

A. PRESENT SUPPORT EFFORTS

Only a few PVOs are providing any kind of support for schools inside Afghanistan. Among these are the Afghan Education Committee (AEC), the Cultural Council of the Afghanistan Resistance (CCAR) and Afghan Aid. Note: the Team was not able to meet with Afghan Aid due to its director's illness. There was no other representative available to provide with information concerning the extent of that agency's program.

1. Cultural Council Of The Afghanistan Resistance (CCAR)

A visit to CCAR was cancelled; however, a report from the Council indicated that they have prepared 30 textbooks and teachers' guides in Dari and Pashto for grades 1 through 6. They also have two textbooks and two teachers' guides for adult literacy. Of these books, 16 have been printed, and arrangements are being made for the printing of the rest. They anticipate providing a total of 2,500 copies. Sites in Badakshan, Baghlan, Ghazni, Herat, Kabul, Logar, Nangrahar, Paktia and Parwan have been selected as developmental centers. They also have selected, prepared and sent experienced Afghan teachers into Resistance-controlled areas to educate primary school children. CCAR also has established 10 primary schools.

2. Afghan Education Committee (AEC)

Founded in December, 1983, the AEC provides assistance to primary schools inside Afghanistan. They base their curriculum on the pre-war system in Afghanistan which includes 24 hours of instruction in mathematics, religion, language, writing and drawing in grade 1. In grades 2 and 3, the same subjects are taught, but the hours of instruction are increased to 30 per week. They have revised the textbooks used before the war for grades 1 through 4 and have printed more than 1,000 books for grades 1 through 3 in Lahore. They are in the process of printing books for grade 4. In addition to the textbooks, they also provide other materials and student supplies, money for transportation, teacher salaries (Rs. 400 /month) and headmaster salary (Rs. 420/month). They presently support 18 projects in 14 provinces 206 teachers and 8,327 students.

The Team met with Hanneki Kouwelberg who represented the Committee. Mr. Kouwelberg confirmed that AEC has not sought out Resistance commanders to support. The commanders from inside Afghanistan have heard about the program and have come to the Committee requesting assistance. Visitors are interviewed, applications are evaluated and checked, and when approved, an overall budget for materials, transportation and salaries is established. The Team expressed concern as to whether the delivery of educational materials and personnel salaries could be verified. When making

these judgments for assistance, AEC questions the commanders on issues including support, credibility, honesty, level of education and the commanders' relations with the Resistance groups in the proposed area. The projects are checked through regular reports from inside Afghanistan signed by the commanders and through occasional visits by foreigners crossing into Afghanistan. AEC estimates the average cost of educating one primary student to be approximately $15 per year. (A Generation of Illiterates, Afghanistan Education Committee, 1985). Note: this figure was judged to be very low by Alliance Education Leaders.

When the Educational Leaders of the Seven Party Alliance were asked about the contribution of private voluntary organizations to the support of schools inside Afghanistan, they mentioned AEC and CCAR as being involved. However, they stated that the amount of help was "insignificant" and that the PVOs did not coordinate their activities with each other or with the Seven Alliance parties. Particularly, the Leaders were critical of the curriculum and the textbooks being used. They insisted that all aspects (including the content of the textbooks and other instructional materials) of the educational program should be coordinated and approved by the proposed Education Advisory Council of the Seven Party Alliance.

B. DATA ON PRESENT SYSTEM

1. Seven Party Alliance

The Alliance Educational Leaders collected data on the schools operating inside Afghanistan. They reported at the meeting on December 11, 1985 that there are 2,100 education centers in existence in the 29 provinces (Exhibits IV-1 and IV-2). Of this total, 2,056 are elementary schools (grades 1 to 6) and 44 are secondary schools (beyond grade 7). The overwhelming majority of the elementary schools are grades 1-3 primary schools. Support for the schools is provided by the people and the Mujahideen, but most of the teachers are not paid, and there are very few textbooks, supplies and facilities. The textbooks and teachers' guides being used are old copies of pre-war materials. The educational centers have 10,500 staff members and serve 126,000 students.

2. School Age Population Base

The number of students in the centers is surprisingly higher. Assuming that Afghanistan has a population structure similar to other developing countries, 33 percent of the population would be under the age of 10 (D'Souza, 1984). Estimating the population at 9,000,000, this would include 3,000,000 boys and girls age 0-10. Since about one-half (actually less) would be of primary school age (grades 1-3), there would be 1,500,000 eligible for primary education. In addition, very few girls attend school; assuming that they comprise about one-half of the population, this leaves 750,000 boys of primary school age. With 126,000 pupils in school (not counting the number in government schools) almost 7 percent of the eligible boys are in school in the rural areas of Afghanistan. Though the percentage is smaller, it compares very favorably with the primary school enrollment in rural Afghanistan before the war.

The average enrollment in each of the centers was calculated to be 60 pupils in the report, and the average staff included three teachers and two non-teaching staff members.

EXHIBIT IV-1

EDUCATIONAL CENTERS IN AFGHANISTAN
DECEMBER 1985

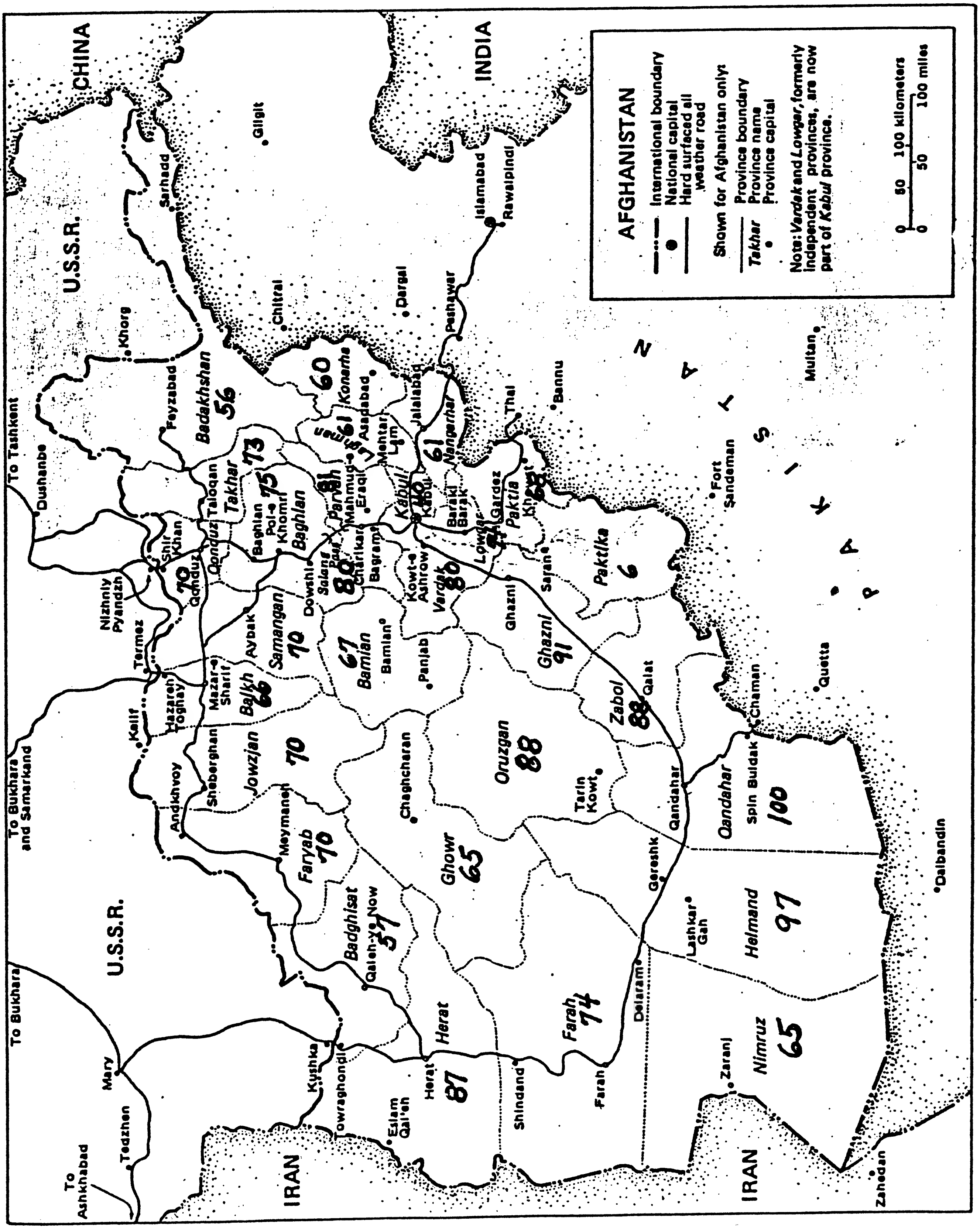
	Number of Personnel*	Number of Students	Number of Schools
Kunar	300	3,600	60
Nengrahar	305	3,660	61
Laghman	305	3,660	61
Paktia	340	4,080	68
Paktika	330	3,960	66
Logar	370	4,440	74
Kabul	200	2,400	40
Kapisa	400	4,800	80
Parwan	405	4,860	81
Badakhshan	280	3,360	56
Kundoz	350	4,200	70
Baghlan	375	4,500	75
Jakhar	365	4,380	73
Samangan	350	4,200	70
Balkh	330	3,960	66
Jozjan	350	4,200	70
Faryab	350	4,200	70
Ghazni	455	5,460	91
Zabul	440	5,280	88
Kandahar	500	6,000	100
Helmand	485	5,820	97
Nemroz	325	3,900	65
Farah	370	4,440	74
Badghis	285	3,420	57
Ghor	325	3,900	65
Herat	435	5,220	87
Orozgan	440	5,280	88
Bamyan	335	4,020	67
Wardak	400	4,800	80
TOTAL	10,500	126,000	2,100

*Includes teaching and non-teaching staff.

Source: Report from the Educational Leaders of the Seven Party Alliance.

EXHIBIT IV-2

EDUCATIONAL CENTERS IN EACH PROVINCE



3. School Grade Organization

Based on the figures cited above and information concerning the 218 Afghanistan subdistricts of the 29 provinces, the Educational Leaders calculated the annual cost of upgrading and operating the present educational centers (Exhibit IV-4). Since security is a major concern, the leaders organized the schools into four levels to keep them small and mobile. The levels include:

Lower Elementary	:	grades 1-3
Upper Elementary	:	grades 4-6
Middle School	:	grades 7-9
Lycee	:	grades 10-12

C. PROJECT DEVELOPMENT RECOMMENDATIONS

Based on discussions with Pakistani education officials, representation of PVOs, United Nations personnel, Alliance Party and Education Leaders and an analysis of written documents, it became increasingly clear that education for the Afghans at all levels (inside and outside of Afghanistan) is an extremely important priority. In relation to the proposed project, an analysis of the present condition of education and the unmet needs of the school-age population inside of Afghanistan was undertaken.

1. Justification and Background

Schools are operating at a rudimentary level under difficult circumstances in the relatively secure areas under control of the Resistance inside Afghanistan. Most of these schools are in mosques or other makeshift facilities, are small in size, taught by teachers with a variety of qualifications, lack textbooks and instructional supplies and only provide early primary education.

a. Availability of teachers

The Team constantly was assured that adequately trained teachers would be available if salary and support were provided. Many of these teachers, presently refugees, would be willing to return to Afghanistan if these conditions were met.

b. Organizational support

The success, albeit limited, of AEC and CCAR supports the concept that the logistical arrangements necessary to provide support for schools inside Afghanistan can be arranged.

According to the Alliance Leaders, factors vital to the success of this project, include leadership, operation and control of the educational system, be in the hands of the Afghans. To provide for the administration of the education, they proposed that the Free Afghanistan Department of Education (FADOE) be organized in Pakistan under the guidance of an educational advisory council representing all of the parties in the Seven Party Alliance (Section III). One of the functions of FADOE would be to establish an administrative and supervisory system inside Afghanistan to oversee project implementation.

c. **Project adminstration**

The operation of the proposed project would require a complex set of policies and procedures to be established and the development of an administrative organization to carry them out effectively and efficiently. Even before the war, this lack of expertise presented a weakness in the Afghanistan educational system. The World Bank Report of 1978 states, "Educational planning is weak overall due to the shortage of qualified staff and the low priority which is accorded this function...while the data collection function of the Department of Planning (in the Ministry of Education) is well developed, the research function has never been actually activated, particularly in areas related to policy and decision making...At the provincial level the educational administrative structure is too weak to affect any meaningful regionalization of implementation, supervision, and feedback." (Afghanistan: The Journey to Economic Development, World Bank, 1978, p. 182). Even though we have been assured that trained and experienced Afghan educational adminstrators are available, it would appear from the above evaluation that assistance and training would be needed during the planning and implementation stages of the proposed project.

d. **Unity and cooperation**

The commitment of the leaders of the Seven Party Alliance to the education of children inside Afghanistan must be evident if the proposed project is to succeed. During the course of the assessment, the Team identified three specific pieces of evidence to support the assumption that in addition to the major concern of waging a war, the Alliance Leaders realize the importance of education to the Jihad and to the future of a Free Afghanistan. Their motives included: maintaining the culture, traditions and religion of Afghanistan; combating the Sovietization of the government educational system and Afghan youth; and developing the trained manpower necessary to rebuild Afghanistan after the war.

The meetings with the Alliance Education Leaders provided the second source of evidence. Each of the seven parties was represented and all of them attended every meeting with the Education Team. When asked for data concerning the present state of schools and education inside Afghanistan, they suggested that they work together and present the information at a second meeting. During the second meeting they presented the information they had gathered. Additional information gathered by members of the Educational Team during a visit to Quetta was introduced. The Education Leaders then volunteered to meet among themselves and revise the original information to reflect the new Quetta data. At a third meeting, the Leaders presented their revised data and responded to questions concerning all aspects of the proposed project. They also gave their support and the support of their party leaders to the project concept paper presented to them in the second meeting with minor revisions. This investment of time and energy working together in a spirit of cooperation was reassuring.

The third source of evidence emerged during a press conference called by Gulbuddin Hikmatyar, a spokesman for the Seven Party Alliance at Dean's Hotel on December 12, 1985. At the beginning of the conference an announcement was made, and a press release was handed out concerning the Seven Party Alliance establishing six new committees, including an education committee.

The press release included the following eight tasks as the charge to the Education Committee:

- "Provide a unified syllabus and curricula in line with Islamic teachings.
- Prepare the groundwork for elementary education for all Afghan children inside and outside the country.
- Establish and upgrade secondary and intermediate schools.
- Assist students whose education had been rendered incomplete due to the Russian invasion.
- Establish higher educational centers.
- Establish and convene literacy courses for the aged.
- Establish teacher training centers.
- Directly organize and arrange all educational activities through the department of education of the Alliance and prevent the direct involvement of the Afghan Refugee Commissionerate and other organizations in this field. (Joint Declaration by the Mujahideen Party Leaders of Seven Parties, December 1985)."

2. **Assumptions**

The press release substantiates the concept of unified support for education. The proposed project would address some of the priorities been established by the Alliance. The proposed project is based upon the following assumptions:

- Cross-border humanitarian assistance in education is a priority concern of the United States Government.
- Educational assistance for schools inside Afghanistan is an important priority of the Afghan Resistance.
- The Seven Party Alliance cooperatively can work to support the establishment of an adequate educational system inside Afghanistan.
- An educational committee of the Seven Party Alliance would be created to make decisions concerning all aspects of the educational system and establish the policies under which it would operate.
- FADOE would be organized and staffed with well qualified experienced personnel.
- Provincial educational centers would be established and staffed in order to coordinate assistance activities and supervise and monitor the schools in cooperation with the field commanders and Resistance groups.
- Educational materials and supplies are available on the local market.

- An appropriate transportation system to the border and inside Afghanistan for textbooks and supplies is available.

- There are approximately 2,100 educational centers operating inside Afghanistan. Most of the centers are primary schools for grades 1, 2 and 3.

- Present schools are ill-equipped, instruction is conducted by unpaid teachers, and there is a lack of textbooks and instructional materials.

- Recognizing the leadership and decision-making for the educational system would be the responsibility of Afghan educators, technical assistance still would be needed during the planning and implementation of the proposed project activities.

3. Objectives

The purpose of this proposed project is to work with FADOE to achieve the following objectives:

- To upgrade the present educational centers (approximately 2,100) now in operation inside Afghanistan by providing textbooks, supplies, equipment, facilities and money for salaries and transportation to bring their instructional programs up to an adequate level.

- To establish 500 new primary schools in relatively secure areas where students do not now have a school.

- To coordinate in-service and pre-service teacher training programs with the Afghan Academies.

- To coordinate in-service and pre-service educational administration training programs with the Afghan Academies.

- To provide scholarships for selected Afghan educational administrators for graduate training in areas where qualified personnel are not available.

4. Level-of-Effort

As noted in the project development recommendations for the formation of FADOE (Section III), there would be three technical advisors assigned to FADOE to assist in its organization and development and to provide technical assistance in carrying out the support and expansion of primary education as proposed in the objectives above. These specialist include:

- **Educational Administration Specialist and Team Leader** (42 person-months)
- **Curriculum and Instruction Specialist** (21 person-months)
- **Instructional Materials Production Specialist** (30 person-months).

5. Scope of Work

The three technical advisors would have the following responsibilities specifically related to this project in addition to those specified in Section III.

a. Educational Administration Specialist/Team Leader

This specialist would work with the President of FADOE to establish the organizational framework designed to:

- Develop the educational materials needed
- Ship materials to education centers
- Supply and pay teachers and administrators
- Establish new schools and provincial administrative centers
- Monitor receipt of materials, student attendance and teacher performance.

b. Curriculum and Instruction Specialist

The Curriculum and Instruction Specialist would provide assistance to the proposed Education Advisory Council of the Alliance in establishing a system for the development and approval of the curriculum. (It should be noted that the Alliance Education Leaders were insistent that they maintain full control of this process; therefore, this technical assistance position is particularly sensitive).

This area of technical assistance would have to be initiated before revision of available textbooks and teachers guides or the writing of new ones could begin. The curricula and instructional materials approved also would provide a basic foundation for in-service, pre-service and teacher training. In addition, the specialist would assist in refining pre-service and in-service teacher training and provide staff training in curriculum design and development.

c. Instructional Materials Production Specialist

The responsibility of this expert would be to provide assistance in the scheduling, design, development, printing, storage, inventory and distribution of books and other instructional materials.

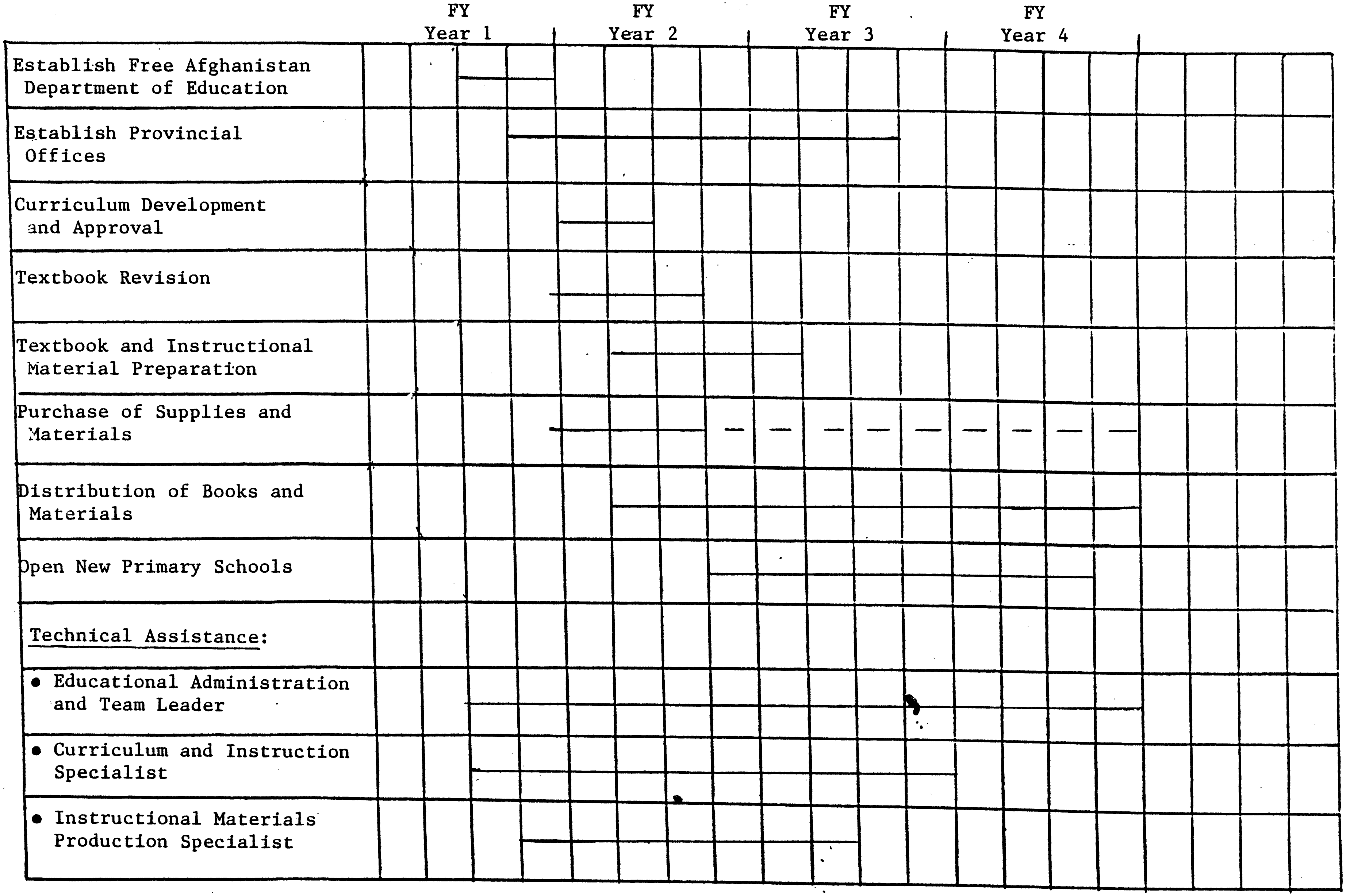
6. Project Implementation Plan

The first priority for this project is the upgrading of the present educational centers inside Afghanistan. However, in order for the textbooks, supplies and equipment to be delivered to the schools, an organization for administering the system necessary for procuring, developing, delivering and distributing the materials must be established. Exhibit IV-3 details the activities in the project implementation schedule.

a. Phase I

The first step in this process would be the organization and staffing of FADOE. It is anticipated that the elements of the Department necessary for the initial work on the project would be in place at the end of four months. As personnel are assigned, particularly those responsible for curriculum design, work could begin on designing the curricula and syllabi for the lower elementary grades for presentation to the proposed Alliance Education Advisory Council for approval.

EXHIBIT IV-3
SUPPORT FOR PRIMARY EDUCATION
IMPLEMENTATION SCHEDULE



While the above process is taking place, copies of available primary school textbooks in Dari and Pashto could be collected for review. The textbooks developed by the curriculum and textbook project in Afghanistan could provide a basis for the new program. The revision and approval process could begin as soon as the curriculum and syllabi are approved. Depending upon the extent of revisions necessary, about nine months would be allocated to this process. If new materials needed to be prepared, this process would begin at the same time.

The purchasing process for supplies and other materials would begin as soon as the personnel are identified. About nine months have been scheduled for the purchase and preparation of the first shipment of materials into Afghanistan. The transportation and distribution of the first materials should take about two months. If this schedule is maintained, the supplies could be in the schools for the opening one year after the project is started.

The establishment of provincial offices should begin as soon as FADOE's organization and staffing is completed; these offices would be involved directly in determining each school's needs. Installing these offices should be completed over a period of approximately two years.

b. **Phase II**

While the processes in Phase I would be repeated for winter and summer schools, plans would be developed and implemented for the opening of new primary schools in areas where they were needed. A gradual increase in the number of new primary schools would be scheduled beginning with the middle of the second year of the project.

7. **Project Monitoring**

A monitoring system would need to be established to verify the project's progress (are the objectives both inside Afghanistan and in Pakistan being met). The system should provide for verifying receipt of salaries and the use of educational materials, pupils' registration and attendance and support from the provincial education offices in Afghanistan. In Pakistan it would be necessary to monitor the development of curriculum, textbooks and instructional materials to ensure that the outcome was available in a timely fashion. Note: The monthly, quarterly, mid-point reports and end-of-project assessments are specified in Section III.

8. **Project Options**

The Team's initial appraisal of the need for support of primary and secondary education resulted in a comprehensive program which provided not only for the support of primary education but also for an elementary program through grade 6, beginning a middle schools program in each province and providing four additional lycees. As the total cost of this program emerged, it became apparent that the resources required for the comprehensive four-year project requested by the Alliance Education Leaders (approximately $80 million) would be much larger than the funds likely to be allocated over the next four years. Therefore, the following project options were proposed.

a. **Option 1**

The comprehensive project, as designed, could be reduced to three years instead of four at a cost of $53,326,000. At the end of the project, all of the 2,100

present educational centers would be upgraded and supported for three years, 332 new primary schools would be established, 2,000 of the original primary schools would include grades 1-5 and 14 middle schools (grade 7 only) would be started.

If the war were not over and if support for the project were not extended, this approach would leave the Resistance with the responsibility for funding the continuation of support for the system in place and the extension of the 2,000 primary schools through grade 6, the implementation of the middle school program and the establishment of lycees. This option would initiate activities that would not be seen through to completion.

b. <u>Option 2</u>

Another option would be to upgrade and support the present education centers, expand 2,000 primary schools through grade 5 and establish 332 new primary schools at a cost of $24,494,000. This option would leave the implementation of the elementary school system partially completed and uneven. With the exception of the 44 present secondary educational centers, it also would not provide assistance for middle schools and lycees.

c. <u>Option 3</u> (Preferred)

A third option would be to concentrate on primary education in grades 1 to 3 and the present education centers. This would include the upgrading of the present 2,100 educational centers and support for them for 3.5 years and the establishment of 500 new primary schools at a total cost of $42,056,829.

The third option would provide a well developed primary school system throughout the Resistance-controlled areas of Afghanistan. It could be implemented over a 3.5-year period in an effort to establish a basic education program for approximately 156,000 students. This option may not only be the most rational, but also requires a reasonable funding base (and the most viable). It does not, however, include assistance to secondary education for several significant reasons: it is at high school age that many of the teenagers join the freedom fighters, and thus there would be a somewhat limited population of boys in attendance. In addition, high school facilities are more costly and require stationary equipment and buildings which could be subject to attack. Consideration should be given to funding the basic high school academic subjects in the future through assistance from other developed nations.

D. <u>FUNDING REQUIREMENTS</u>

The details for implementing Option 3 follow in Exhibits IV-4 and IV-5.

EXHIBIT IV-4
SUPPORT FOR PRIMARY AND SECONDARY EDUCATION
SUMMARY

CATEGORY	FY I 6 MOS AMOUNT U.S. $	FY I LEVEL OF EFFORT	FY II 12 MOS AMOUNT U.S. $	FY II LEVEL OF EFFORT	FY III 12 MOS AMOUNT U.S. $	FY III LEVEL OF EFFORT	FY IV 12 MOS AMOUNT U.S. $	FY IV LEVEL OF EFFORT	TOTAL 42 MOS AMOUNT U.S. $	TOTAL LEVEL OF EFFORT
PERSONNEL SALARIES AND WAGES										
Center Personnel										
2,100 Headmasters @ $900/yr each	$945,000		$1,984,500		$2,083,725		$2,187,911		$7,201,136	
6,300 Teachers @ $750/yr each	$2,362,500		$4,961,250		$5,209,313		$5,469,779		$18,002,842	
2,100 Janitors @ $600/yr each	$630,000		$1,323,000		$1,389,150		$1,458,608		$4,800,758	
Subtotal	$3,937,500		$8,268,750		$8,682,188		$9,116,298		$30,004,736	
Technical Assistance										
Ed. Admin Team Leader (42 p/m)	$75,000	6.00	$157,500	12.00	$165,375	12.00	$173,644	12.00	$571,519	42.00
Curriculum/Instruction (30 p/m)	$75,000	6.00	$157,500	12.00	$165,375	12.00	$173,644	0.00	$571,519	30.00
Instructional Materials (21 p/m)	$37,500	3.00	$157,500	12.00	$165,375	6.00	$173,644	0.00	$534,019	21.00
Subtotal	$187,500		$472,500		$496,125		$520,932		$1,677,057	
1 Admin. Assist.	$3,022	6.00	$6,346	12.00	$6,663	12.00	$6,996	12.00	$23,027	42.00
1 Secretary (U.S.)	$6,000	6.00	$12,600	12.00	$13,230	12.00	$13,892	12.00	$45,722	42.00
2 Drivers	$1,886	12.00	$3,961	24.00	$4,159	24.00	$4,367	24.00	$14,373	84.00
Subtotal	$10,908		$22,907		$24,052		$25,255		$83,122	
TOTAL SALARIES AND WAGES	$4,135,908		$8,764,157		$9,202,365		$9,662,485		$31,764,915	
TEAM OFFICES										
Establish Office	$6,800		$0		$0		$0		$6,800	
Supplies	$0		$4,800		$4,200		$2,400		$11,400	
Subtotal	$6,800		$4,800		$4,200		$2,400		$18,200	
EQUIPMENT										
2 Vehicles @ $12,000 ea	$24,000		$0		$0		$0		$24,000	
Operation/Maintenance	$4,000		$8,000		$8,400		$8,820		$29,220	
Subtotal	$28,000		$8,000		$8,400		$8,820		$53,220	
TRANSPORTATION	$733,275		$733,275		$0		$0		$1,466,550	
EXISTING EDUCATION CENTERS										
Upgrade Education Centers	$639,772		$639,772		$0		$0		$1,279,544	
Operation of Centers	$1,783,275		$1,677,713		$623,444		$375,468		$4,459,900	
	$2,423,047		$2,317,485		$623,444		$375,468		$5,739,444	
ESTABLISH NEW PRIMARY SCHOOLS (250 schools FY III, FY IV @ $6,029 ea)	$0		$0		$1,507,250		$1,507,250		$3,014,500	
GRAND TOTAL	$7,327,030		$11,827,717		$11,345,659		$11,556,423		$42,056,829	

EXHIBIT IV-4A
SUPPORT FOR PRIMARY AND SECONDARY EDUCATION
SUMMARY

ASSUMPTIONS:

Assumes 5% inflation factor in FY II-FY IV
Assumes FY I March, 1986-August, 1987.
Salaries for technical assistance calculated on $150,000/technician including salary, benefits, transportation and allowances.
Level-of-Effort shown in person-months of 22 days average.

SUPPORT FOR PRIMARY AND SECONDARY EDUCATION
MODULE OPENING 1 NEW SCHOOL

CATEGORY	AMOUNT ($ US)
Salaries	$3,750
Supplies	$388
Books	$250
Misc	$6
Upgrade	
Tent	$625
Floor	$100
Transportation	$212
Total	$5,331

EXHIBIT IV-5
SUPPORT FOR PRIMARY AND SECONDARY EDUCATION
ANNUAL OPERATING AND UPGRADING
PRESENT 2,100 EDUCATIONAL CENTERS IN AFGHANISTAN

CATEGORY 16 Rs = 1 $US	ANNUAL AMOUNT RUPEES	ANNUAL AMOUNT U.S. $
OPERATING COSTS		
Salaries		
1 Headmaster/center x 2,100 centers @ Rs 1,200/mo	30,240,000	$1,890,000
3 Teachers/center x 2,100 centers @ Rs 1,000/mo	75,600,000	$4,725,000
1 Janitor/Center x 2,100 centers @ Rs 800/mo	20,160,000	$1,260,000
Total Salaries (2,100 centers)	126,000,000	$7,875,000
Supplies/Materials		
Stationaries		
Student supplies @ Rs 10 /yr/student x 2,1 0 centers x 60 students/center	12,600,000	$787,500
Instructional supplies @ Rs 200/y x 2,100 centers	420,000	$26,250
Total Stationaries (2,100 centers)	13,020,000	$813,750
Textbooks		
Rs 80/student x 60 students x 2100 centers	10,080,000	$630,000
Miscellaneous/incidental items		
Rs 100/Center x 2,100 Centers	210,000	$13,125
Total Supplies/Materials	23,310,000	$1,456,875
Transportation		
Shipment:		
Assumption 3k/student x 60/center x 2,100 centers = 378,000k		
378,000 kilos/ 60 Rs/K shipment to all 218 aras	22,680,000	$1,417,500
Per Diem:		
Assumption Rs 200/day per diem		
1 RT (6 days x 3 people x 218 areas)	784,800	$49,050
Total Transportation	23,464,800	$1,466,550
TOTAL OPERATING COSTS	185,794,800	$11,612,175
UPGRADE COSTS:		
Canvas floor coverings @ Rs 1,600/Center x 2,100 Centers	3,360,000	$210,000
1,000 tents @ Rs 10,000 ea	10,000,000	$625,000
Transportation floors/tents	7,112,704	$444,544
TOTAL UPGRADE COSTS	20,472,704	$1,279,544
TOTAL COST EDUCATION INSIDE AFGHANISTAN:	206,267,504	$12,891,719

SECTION V
ESTABLISHMENT OF AN AFGHAN ACADEMY

A. EDUCATIONAL NEEDS

During the course of initial interviews with individual Party Leaders and Education Leaders of the Alliance, two themes emerged concerning education:

- Development of a higher education facility
- Sovietizing the education system

First, the party leaders requested that consideration be given to the creation of a higher education facility. They are very concerned that their people have the technical capability to contribute to the reconstruction of a Free Afghanistan. Second, the Leaders are aware that the occupying forces are Sovietizing the current Afghan educational system as a way of changing Afghan values, customs and beliefs. The lack of opportunity for secondary and post-secondary education to meet critical skill needs at the leadership levels is of great concern to these Leaders. Clearly recognizing that the struggle between the Mujahideen and the Soviets is for the soil of Afghanistan, the Leaders also realize that this struggle is for the hearts and minds of the Afghan people. All education (primary through post-secondary) is seen as a critical element of the struggle--just as important as guns and bullets are in the struggle for a Free Afghanistan.

There also is a clear understanding that a nation whose people remain (or are kept) illiterate is a nation which rapidly loses it cultural identity and values. Education, particulary higher education, is viewed by the Alliance leadership as a means of perpetuating and expanding Afghan values and customs.

Due to the continuing strife inside Afghanistan, the level of systematic and organized education of Afghans within non-Soviet occupied Afghanistan is sporadic, limited and frequently nonexistent. A number of primary schools are operating, but virtually no middle, high school or postsecondary education programs are in existance. The Afghan leadership clearly recognizes this situation when they ask, "Where are our doctors, teachers, engineers and agriculturalists going to come from if we have no schools?"

1. Interrupted Education

Another dimension of the educational problem confronting the Resistance Movement is the lack of a comprehensive school system available to Afghan youth in the refugee camps in Pakistan. To its great credit, Pakistan, along with various private and international relief agencies, has made massive efforts to see that the primary schools (generally grades 1 through 3) have been created for the refugee children. The number of intermediate and high schools for Afghan children currently is less than 12. At a maximum, fewer than 250 refugee children a year are graduating from grade 12 in camp schools. Another factor that further complicates the situation is the estimate by the Additional Commissioner for the Education Cell Commissionerate Afghan Refugees/NWFP that within the refugee camps themselves there are more than 10,000 high school graduates or partially-educated university students from Afghanistan. These students have fled Afghanistan primarily to avoid having to serve in the pro-Soviet Afghan army. The Educational Leaders of the Seven Party Alliance agree with these figures, although they generally feel that they are too low. Some authorities believe that as many as 25,000 to 30,000 students have fled communist-controlled high schools and universities in Afghanistan.

2. Higher Education Program

Of this potential pool of 10,250 high school graduates or partially-educated university students, how many currently are in institutions of higher education in Pakistan? The following data was taken from a display at Noser Bagh Refugee Camp School on November 27, 1985. Additionally, Commissioner Mohsin called it to the Team's attention. It should be noted that the number who actually complete programs was not available.

TOTAL NUMBER OF AFGHAN REFUGEES IN PAKISTAN UNIVERSITIES, COLLEGES, GOVERNMENT SCHOOLS

Medicine	80
Engineering	10
Arts/Sciences Colleges	120
National Institute of Languages	50
Government Schools*	511
TOTAL	771

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* Actual grades 9 and 10 Pakistan School System.

Interviews with Pakistan educational officials quickly established the fact that increasing the number of seats available to Afghan students poses difficult problems. While they would like to increase the number of Afghan seats, there is a severe shortage of seats for Pakistani students. Any increase in Afghan seats above the numbers already allotted would have to come out of the number of seats currently set aside for Pakistani students. This could cause serious political problems for both Afghans and the Government of Pakistan.

3. Difficulties Faced by Afghan Students in Higher Education

Interviews with Pakistan educational officials and program directors of the United Nations High Commission for Refugees (UNHCR) stated that Afghan students attending Pakistan colleges and universities face serious academic and cultural hurdles. First, instruction in Pakistan higher education is in English. Very few Afghan students have the level of English competency to do well academically. As a consequence, Afghan students have great difficulty communicating and are often forced to leave school. Second, since the limited number of seats available to Afghan students is spread throughout all of the Pakistan institutions, students fortunate enough to secure a seat in a university or college more often than not find that the institution to which they have been assigned is located away from their families and is in a part of Pakistan culturally different from the Punjab or Sind. While these two factors are real, the overriding problem remains that there simply is a tragic shortage of seats available for Afghan students. Pakistan officials familiar with the problem recommended to the Team the creation of a separate higher education institution for Afghan students.

One last point needs to be emphasized. The Alliance Party Leaders were very concerned about the thousands of young Mujahideen fighters who have had their education disrupted by the Jihad against the Soviet forces in Afghanistan. This leadership categorically stated that there were many ways, other than bearing arms or fighting the Soviet forces, that true Afgans could participate in the Jihad. These leaders see the education of young Afghans from primary school through higher education as an essential part of the Jihad. It is particularly true when these students, having completed their studies, return to Free Afghanistan to practice their newly acquired skills and professions to support the population that has remained behind to fight.

4. Seven Party Alliance Declaration

The overall importance of the education of youth of Free Afghanistan is clearly documented when on December 12, 1985 Gulbuddin Hikmatyar, the Alliance spokesman, read a statement by the Mujahideen Party Leaders of the Alliance concerning the creation of an education committee that shall be responsible for:

- Assisting students whose education has been rendered incomplete because of the Russian invasion
- Establishing higher education centers
- Establishing teacher training centers.

5. Recommendation

Since the opportunities for Afghan students in post-secondary education are restricted severely and there is an urgent need for skilled professionals for the support of current and future reconstruction needs of a Free Afghanistan, the Team recommends the development of an Afghan Academy. The Academy would meet the need for experts in selected critical skill areas and provide a preparation program for Afghan students applying for scholarships in Pakistan or other country universities.

B. PROPOSED AFGHAN ACADEMY

1. Role/Mission

The proposed Afghan Academy should be established with the goals listed below. Specifically, the Academy's programs would:

- Contribute to the immediate support or needs for strengthening the ability of the people of Free Afghanistan to resist the Sovietization of Afghan culture and values.

- Contribute to the development of educated personnel in crucial areas who may be a part of the reconstruction of Afghanistan once the Soviets have been driven out.

- Focus on those courses of study that are essential social services to support the development of the population within Free Afghanistan.

- Reflect the needs and desires of the educational leaders of the Seven Party Alliance.

- On a priority basis, provide admission to freedom fighters whose education has been disrupted by the war in Afghanistan.

- Develop a faculty comprised of those highly qualified Afghan scholars and administrators residing in Pakistan or those willing to relocate in Pakistan.

2. Two-year Academic Program

The Afghan Academy would be designed programatically as a two-year post-secondary program. While initially designed as a two-year program, with proper funding, staffing and facility, the Academy could be expanded into a full four-year institution if deemed appropriate. Limiting the initial design of the Academy to a two-year post-secondary program would greatly speed up the Academy's creation, implementation; and most importantly, the delivery of its graduates.

(It should be pointed out that the leadership of the Seven Party Alliance and their respective educational leaders repeatedly urged that priority be given for the creation of a four-year, broadly-based university, modeled closely to that of Kabul University prior to Soviet invasion in December 1979.)

3. Organization

The administrative structure of the Afghan Academy would be designed to fulfill the Academy's role/mission. As an institution, the administrative structure would be modeled closely after that typically found in a small private liberal arts college in the United States (Exhibit V-1). Administratively, the President of the Afghan Academy would report directly to the President of FADOE. This form of administrative responsibility was recommended by the Educational Leaders of the Seven Party Alliance. Later sections of this report recommend two sites for the Academy. In the event that this option is selected, both Academies would be supported through equal but separate staff described in the following section. Qualifications for the positions would be formed by representatives of the Alliance and other appropriate leaders with assistance from the technical advisory team.

4. Adminstrative Staff and Responsibilities

a. President

The President of the Academy would be a highly respected and qualified Afghan educator, preferably with experience in higher education. The President of FADOE would select the Academy's President from qualified candidates with the consent and approval of the proposed Seven Party Alliance Advisory Council.

The Academy President would be responsible for establishing the management and operational policy of the institution and ensuring that the policy is carried out on a daily basis in a timely and efficient manner. In concert with other designated administrators, he would hold regularly scheduled meetings with the President of FADOE, thereby keeping him informed of the activities of the Academy. The President would have the chief responsibility of representing the Academy to other agencies or groups. He also would be responsible for hiring the Vice Presidents (2) from qualified applicants who meet the experience and educational requirements established for the position.

EXHIBITS

EXHIBIT V-1

FREE AFGHAN ACADEMY ADMINISTRATIVE ORGANIZATION

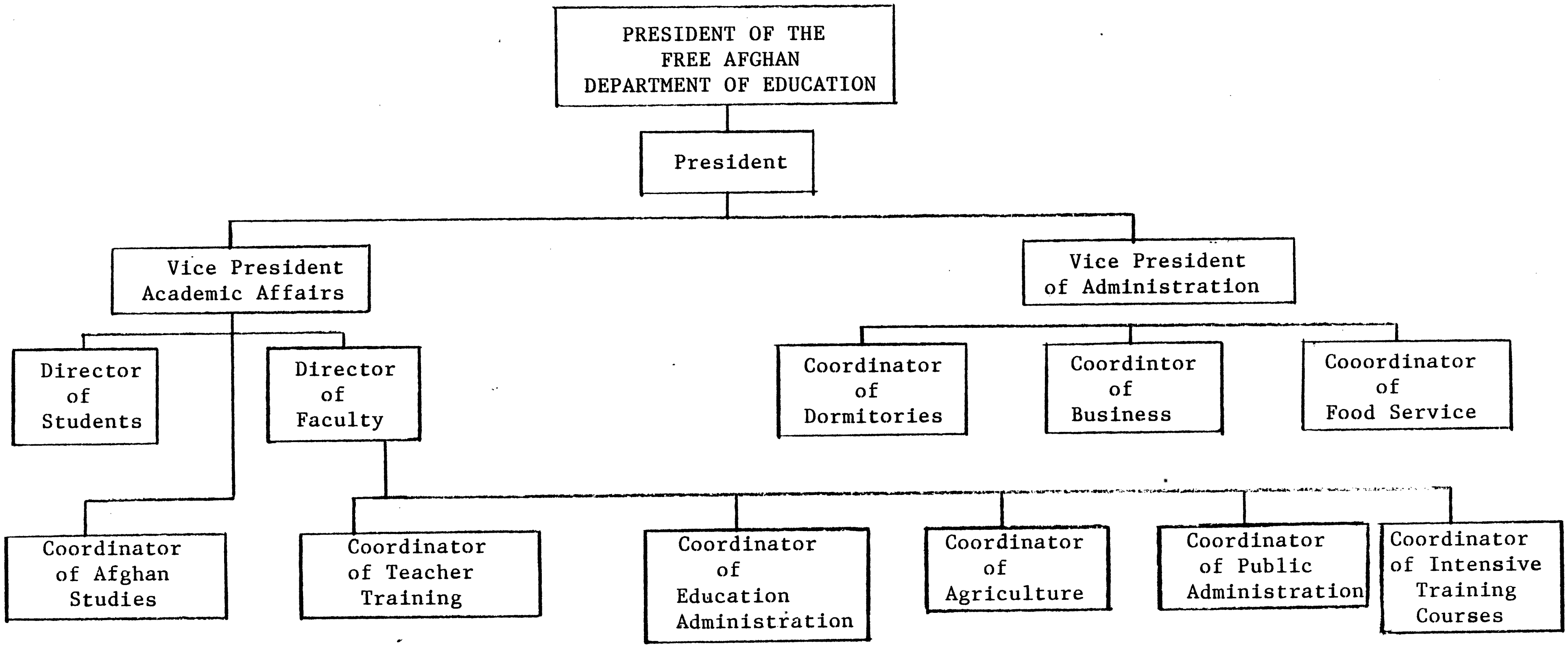


EXHIBIT V-1

b. <u>Vice President for Academic Affairs</u>

The Vice President for Academic Affairs would be appointed by the President of the Academy and would be responsible for the day-to-day operation of the Academy as it applies to faculty and students in academic matters and affairs. Specifically he would be responsible for creating a syllibi review process and resolving cases of student and/or faculty appeal. In consultation with the President of the Academy, he also would have the authority to hire and dismiss, if necessary, administrators under his control. All personnel selected by the Vice President for Academic Affairs would be drawn from a list of qualified applicants who met both the educational and experience requirements established.

The Vice President for Academic Affairs would be assisted by a Coordinator of Students and a Director of Faculty. The Coordinator of Students would be responsible for admission of students, student records, and student counseling. The Director of Faculty would be responsible for coordination and smooth operation of the Academy's academic program.

c. <u>Vice President for Adminstration</u>

The Vice President for Administration would be appointed by the President and would be responsible for the day-to-day business operation of the Academy. The three broad areas of responsibility of this vice president would include:

- Overseeing the efficient and timely activities of the Coordinator of Dormitories, Coordinator of Business and the Coordinator of Food Services.

- In consultation with the President of the Academy, hiring and discharging all personnel under his responsibility.

- Conducting appeal hearings and making appropriate decisions.

All personnel selected by the Vice President for Administration would be drawn from a list of qualified applicants who meet the pre-established educational and experience requirements.

d. <u>Program Coordinators</u>

The Director of Faculty, in consultation with the Vice President for Academic Affairs, would have the authority to select five program coordinators who met the educational and experience qualifications for the positions as set forth by the Alliance Education Leaders. These coordinators would be responsible administratively for the day-to-day operation of their respective programs. In addition, their assignments would include, but not be limited to, curriculum (program/course) development, staff development and ordering and securing instructional materials for their staff. The program coordinators would be expected to devote half of their time to administration and half of their time to instruction. (They would be compensated additionally for their administrative duties.) In consultation with the Director of Faculty and the Vice President for Academic Affairs, the program coordinators would have the authority to hire and discharge faculty under their programs. Selection would be made from the best qualified candidates who met the pre-established educational and teaching experience requirements.

5. Long-term Technical Assistance

Since there is an urgent need for the Academy, it is proposed that a long-term technical advisory team be instituted to assist the Academy in prompt start-up and institutionalization. The purpose of the advisory team would be to facilitate and assist in the institutional building process. Also, the advisory team members, in their respective areas, would engage in staff development of newly-selected Academy administration staff and faculty. In addition, they would assist in the development of the educational and experience qualifications and requirements for the Academy staff. It is important to recognize that most Afghan academicians and administrators have been away from the higher education setting for up to six years, during which time progress in their respective fields has continued. Also, they would need to be reintroduced to the planning process. In addition, most of the Academy faculty and administration would be experienced only in the operation/functioning of an established institution. While this experience base is valuable, it is not sufficient to handle institution development, start-up and implementation. The technical advisory team would provide assistance in these areas as well.

It is proposed that the long-term technical advisory team consist of five advisors who would work with their respective counterparts in designing, developing and implementing the various programs. A technical advisor would work with each of the following counterparts:

- President and Vice Presidents of the Academy
- Program Coordinator for Teacher Training/Educational Administration
- Program Coordinator for Agriculture
- Program Coordinator for Public Administration
- Program Coordinator for the Intensive Preparatory Program.

Two points need to be emphasized. First, while each technical advisor would need to have an assigned counterpart with whom to work, he also would be expected to work with all faculty throughout the assigned program. Second, the technical advisor would have a strictly advisory role (assisting, facilitating, providing suggestions and helping with staff development). The technical advisory team members would assist their counterparts in expediting an orderly, efficient start-up and implementation of the Academy. If the Academy's role and mission is expanded, either in number of programs or length of time of program (from two to four years) additional or extended technical advisory assistance would be advisable.

6. Institutional Nature of the Academy

As proposed, the Academy would have the following institutional characteristics:

- It would be a two-year program of four semesters.

- It would enroll 300 students--150 students the first year, and 225 the second year.

- The students would be the responsibility of the Academy seven days a week, 24 hours a day.

- The Academy would be in session approximately nine months a year. It would be closed three months during the summer when students could return to Afghanistan to continue in the Jihad. When not in session, the Academy could be used for in-service training of teachers coming out of Afghanistan or FADOE personnel.

7. Admission Policies

The Academy and its programs would be available to Afghan students who met the following qualifications:

- The students must be **high school graduates** (12th grade). Students who could not document their graduation would need a separate letter of verification. Partially-completed or interrupted college-level students would be accepted upon verification of their status.

- **Preference** would be given to **Resistance fighters** who had participated in the Jihad. Letters of verification and sponsorship from field commanders and the Seven Party Alliance would be needed.

- Students applying to the Academy would be given an **entrance examination** to verify their academic qualification. Students would be ranked on the basis of this examination, and the top students would be selected for entrance into one of the Academy's four programs of study.

C. PROPOSED PROGRAM OF STUDIES

The proposed program of studies offered by the Afghan Academy would be limited to those critical and immediate skills and knowledge that would contribute to keeping the Afghan population within the secure areas of Afghanistan or contribute to the ability of the Afghan population to resist the Sovietization of the Afghan way of life. These areas are discussed in the following section.

1. Subject Fields

Initially, the program of studies would be limited to the following areas:

- Teacher Training/Education Administration
- Agriculture
- Public Administration
- Intensive Preparatory Program
- Afghan Studies (basic for above programs).

These areas of study were chosen for a number of reasons. First, each of the program areas were indicated by the educational leaders of the Seven Party Alliance as critical for support. Second, each program area could be supported by Afghan academies currently available within Pakistan. Third, all program areas are different from those available through scholarships for Afghan students in Pakistan post-secondary institutions. Fourth, when graduates of the program areas return to secure areas of Afghanistan, their presence and skills would encourage the population to remain there since essential social services would be provided. This process should help to reduce the pressures to emigrate to either Pakistan or Iran.

2. Organization Guidelines

The program of studies proposed for the Afghan Academy would be organized on the basis of the following guidelines:

a. Semester System

The academic year of the Academy would be divided into two equal semesters. With the exception of the Teacher Training Program, all other programs of studies conducted by the Academy would be four semesters in length. Each semester would consist of approximately 15 academic weeks. An academic week would consist of five and one-half days of instruction, with six hours per day instruction on full days and four hours of instruction during the half day.

b. Credit System

Courses offered within the semester system would use the widely accepted system of assigning credits to each course based on the number of class hours per week. By using both the semester and credit system, flexibility is introduced into program planning. Also, there is a limited capability of recycling students who fail a particular course within a program area.

c. Grading System

The Academy would use the grading system of Afghan higher education before the Soviet invasion--each semester a student would be required to receive a grade of 50 in all courses taken and have an average of 65 in all courses. A student could neither drop nor take an incomplete in any course.

d. Common and Specialized Courses

The first semester of all programs of studies would be common to all students. The common program of studies would include:

- One hour of religion five days per week
- One hour of Afghan studies five days per week
- One hour of mathematics review five days per week
- One hour of science review five days per week
- Specialized courses for two hours per day
- A two-hour health and first aid course (Thursdays)
- One hour of Afghan studies and one hour of religious studies common to all program areas, the remainder of course hours devoted to specialized courses in each of the program areas (second semester only)
- Five and one-half days of instruction, with six hours a day instruction on full days and four hours of instruction on the half day (third and fourth semesters).

3. Curricula Offerings

a. Teacher Training/Education Administration

The Teacher Training Program would prepare teachers to return to secure areas of Afghanistan to create new schools as employees of the newly-created FADOE. This program would focus on how to organize and conduct a school using instructional/textual materials developed and approved by FADOE. While initial preparation of teachers would focus on primary teaching (particularly grades 1-3) attention eventually would be given to preparing teachers for the upper primary grades (4 through 6), middle school grades (7 through 9) and the Lycee (grades 10 through 12).

The Program would be a one-year program from which 20 to 25 of the best students would be selected to remain at the Academy for an additional year of preparation in the field of educational administration with supervision and planning training. Upon graduation, these students would become FADOE employees returning to work inside Free Afghanistan in managing, supervising and adminstering schools there. The specific courses offered within the one-year Teacher Training Program and the extended (second) year Educational Administration Program would be designed by the faculty of this department with assistance from the technical team member.

b. Agriculture

The overall purpose of the Agriculture Program would be to provide trained personnel to return to Free Afghanistan to help the local population with agriculture-related problems. Since agriculture is the backbone of the economy of Afghanistan and critical to the success of the Resistance, any assistance would have multiple benefits. The curriculum for students enrolled in this two-year, four-semester Agriculture Program would include the following topics:

- Fertilizers/herbicides uses
- Gardening practices
- Surveying
- Livestock production/feeding
    - poultry
    - cattle
    - horses
    - sheep
- Irrigation system maintenance
- Animal health
- Field preparation
- Seed crops
- Harvesting/storage of crops
- Crop planting/cultivating
- Storage construction
- Machinery maintenance (small engine)
- Agricultural drafting.

These areas would need to be developed into sequential courses supported by developed instructional materials. Since Pashto/Dari would be the language of instruction, faculty would devote time to the development of student study guides and laboratory manuals. Agriculture Program students would be expected to take, as needed, additional course work in science and mathematics as provided by the Department of Intensive Preparatory Study. Such courses would be provided on an as-needed basis.

c. Public Adminstration

As larger areas of Afghanistan become free and more secure from Soviet attack, the need will increase for public administrators who can direct the necessary social services. The Public Administration Program is intended to provide a trained cadre of such personnel who would have completed a four-semester/two-year program at the Academy. The purpose of the Public Administration Program is to train an individual who would have the skill and capability to perform a variety of roles within the local structure of government established by the Mujahideen. Within the scope of preparation for this program, students should have covered the following topics:

- Management techniques
- Fundamentals of budgeting
- Program design
- Supervisory techniques
- Program evaluation techniques
- Coordination techniques for social services
- Policy formulation
- Organizational principles
- Personnel selection and management
- Reporting techniques
- Assessment analysis.

As with the Teacher Training/Education Administration Program, these topics would need to be expanded into courses supported by instructional materials and student guides and class notes developed in Dari and Pashto.

Both faculty and students in the Public Administration Program would be developing the capability to gather and report on activities in Afghanistan. Through the use of short-term consultants, a small Center for Afghanistan Studies could be established and supported.

d. Intensive Preparatory Program

The Intensive English Language Program would focus on three broad components: conversational English, scientific vocabulary and writing and reading English. Through the use of audio tapes, self-paced material and practice, it is hoped that, with enough motivation, the students would develop their English skills rapidly. In addition, the Intensive Preparatory Program would provide all students with at least one class each semester during the first year in upgraded mathematics and science. Since many students have been away from mathematics and science subjects for a number of years, it is felt that such upgrading would have a broad effect on helping to re-establish study skills as well as to reinforce knowledge previously learned but not used. Students would be given individual assessments to determine specific needs. There are many self-paced learning packages available in science and mathematics that could be used in this program. This program would be available for students trying to obtain scholarships in Pakistan or other higher educational institutions.

e. Afghan Studies Program

An integral part of the Afghan students' education at the Academy would be the continuation of formal studies in Afghan history, culture and literature. The Afghan Studies faculty would have the responsibilty of developing such a program.

Additionally, this faculty would provide students with an understanding of the cause, goals and needs related to the conflict with the Soviets, as viewed by the freedom fighters, with the hope that the students would be encouraged to return to Afghanistan. It also is expected that the Afghan studies faculty would develop appropriate adult reading materials for the Mujadiheen inside Afghanistan.

D. NEED FOR TWO ACADEMIES

One of the most important decisions to be made concerning the Afghan Academy is related to the location. There are two large population centers of Afghan refugees and Mujahideen groups in Pakistan that have direct ties with the war in Afghanistan. The largest refugee population and Mujahideen grouping by far is located in the Northwest Frontier Province of Pakistan (NWFP). The next largest grouping is in Baluchistan.

The rationale for the need of an Afghan Academy can be applied equally to the NWFP and Baluchistan. First, the Mujahideen party leadership of the Seven Party Alliance is located in the NWFP. While each party has branch operations in Baluchistan, the leadership and supporting staff is located in the NWFP. In addition, the Afghan population is larger in the NWFP than Baluchistan, but the needs are identical.

The Education Team recommends that **two** Afghan Academies be established -- one in Baluchinstan and one in the NWFP. The specific sites would be determined by the proposed Alliance Education Advisory Council.

There are differences in the size of population bases, both inside Afghanistan and in the refugee camps. It is therefore recommended that, for planning purposes, the student enrollment of the NWFP Academy be set at no more than 300. The Academy established in Baluchistan should be limited to 225 students. In planning and projecting costs for the respective Academies, the cost for running the Baluchistan Academy is approximately 75 percent of the costs for the Academy in the Northwest Frontier Province. Costs for both these institutions are found in Exhibits V-2, V-3, V-4 and V-5 at the end of this section.

E. STAFF NEEDS AND SALARIES

1. Staff Qualifications

All of the staff of the Academies should be hired from a pool of qualified and experienced applicants who meet the educational/skill levels needed for their respective positions, as determined by the job criteria developed by the technical advisory team and Alliance leadership. In most cases, it would be the responsibility of the coordinator or director, in consultation with the appropriate vice president, to ensure that competent and efficient staff are hired and properly trained for the assigned job.

2. Work Load

The following recommendations for staffing of the Academies are made with due consideration for the values, traditions, culture and work habits of Afghans. Since the Afghan work tradition is labor intensive, a higher level of staffing in all areas is required in comparison to staffing of a similar U.S. institution. Individual work assignments generally are narrowly defined.

3. Salary Determination

The recommended estimated salaries have been established after discussion with Afghan leaders, Dr. Moqim Rahmanzai, Engineer Roshan, and Dr. Uro Bude of the Pak-German Basic Education Program in Quetta. These suggestions and recommendations have been averaged to finalize the salary levels for the staffing requirements of the Academies. All salaries include a housing allowance required to assist in relocating the staff from the refugee camps to within easy commuting distance to the Academies. This policy would eliminate the need for faculty transportation.

The recommended staffing needs of the Academies involve:

- Administration
- Faculty
- Housing
- Food service
- Secretarial support
- Technical assistance.

The Academy recommended to be built in the NWFP would require a total of 123 staff to maintain the educational programs. A summary of the staffing needs and salaries is shown in Exhibit V-2. The proposed Baluchistan Academy would have a staffing need of 75 percent of that required for the NWFP Academy to service the educational needs of Afghan students in that region of Pakistan. The total cost of staffing the two recommended schools for 42 months is estimated at $2,509,890 (Exhibit V-2A).

4. Technical Assistance Staffing Needs

Most educated and trained Afghans opposed to the Russian invasion of Afghanistan and the subsequent Sovietization of their country have left to become refugees in Pakistan and other countries. Many have been unable to keep abreast their respective fields of study or professions during these last six years as refugees. It is recommended that five long-term technical assistants (technical advisory team) be hired to work with the Afghans in establishing the Academies. The technical advisors would be able to help facilitate not only the implementation of the physical facilities of the Academies, but also give guidance in relevant program and curricular development in their area of expertise. Therefore, the technical advisors recommended should have expertise in the following areas:

- Administration and institutional planning
- Teacher training/educational administration
- Public administration
- Agriculture
- Intensive preparatory programs (ESL).

The annual cost for 60 person-months of technical assistance per year for the above recommended five the technical advisors is $750,000. These costs include all related expenses such as benefits, allowances and travel. The five technical advisors would service both Afghan Academies and would be located at the NWFP Academy, traveling to the Baluchistan Academy as needed. It is further recommended that an additional seven person-months of short-term technical advisors per year be provided plus team staff support (an administrative assistant, two drivers and one American secretary). It also is suggested that a short-term specialist in facilities planning and

equipment procurement (4 person-months) be sent to Peshawar immediately once the decision is made to implement the plan for the Academies. Exhibit V-3 provides detailed cost implications for this technical assistance.

F. Facilities

Suitable facilities needed for the two Afghan Academies should include space for classrooms, food services, dormitories, administrative offices, dispensary and recreation. Exhibit V-4 provides detailed space requirements and related costs.

1. Physical Plant Options

There are two obvious options to provide the physical plant needed to accommodate the Academies. The first, and most desirable, is to locate an existing building with adequate space to shorten the start-up time by several months. Since there was insufficient time for the Education Team to go through the GOP procedures of locating facilities or selecting a building site, this task is left to the newly-formed Pakistan Welfare International to resolve.

Given the present situation, the Education Team felt it unlikely that an appropriate existing facility could be found in either the NWFP or Baluchistan area, thus construction costs are included in the Project recommendation costs (Exhibit V-4).

2. Northwest Frontier Province Academy

The NWFP Academy would provide facilities for 300 students. These facilities would address the requirements for dormitories, food services, academic studies, administration and recreation. It is assumed the students would be housed and fed seven days a week throughout the school year.

3. Baluchistan Province Academy

The Baluchistan Academy is not projected to be quite as large and would serve only 225 students. The size is larger than the proportional distribution of refugees in both locations, but it is recommended to serve 225 students in order to run in a more cost-effective manner.

4. Summary of Facility Needs

The facility needs have been summarized for the NWFP facility and it is recommended that all needs be computed at 75 percent of NWFP costs to determine the Baluchistan costs. The total cost for two Afghan academic facilities is estimated to cost $1,375,593 (Exhibit V-4).

5. Academic Facility Requirements

It is recommended that the academic facilty and the adminstrative area be housed in buildings separated from the dormitories. The buildings should provide the space for the listed curriculum areas. Space has been provided for classrooms, laboratories, library, study hall, offices, restrooms, storage and an all purpose room. Detailed costs are shown in Exhibit V-4.

a. Administration

Office space has been allocated for the President, Vice President of Administration and his three coordinators, the Vice President of Academic Affairs and his two directors and the support staff. The office space should include sufficient storage for records and needed supplies to conduct the business of the Academies. A space for a dispensary should be included in the same building (Exhibit V-4).

b. Dormitory

A dormitory should be constructed to house 300 students in a separate building. It would be designed to accommodate two students per room and provide a general lounge area for student use. An office for the dormitory supervisor should be located near the entrance of the building. The space requirements are described in Exhibit V-4.

c. Food Services

A food services area is recommended to be of sufficient size to accommodate all students, faculty and staff. The facility should have space to provide storage, serving and preparation areas to serve three meals a day, seven days a week. An office should be provided for the food service supervisor. In order to economize on dining and kitchen facilities, the plan calls for serving meals in two shifts, thus requiring approximately one-half of the space needed for serving all the people at one sitting. Space needs are shown in Exhibit V-4.

d. Recreation

The site selected for the Academies should include enough land for the establishment of two soccer fields and three volleyball courts. Most Afghan youth participate in these two sports during their leisure time. The space should be level and the cost will vary with the amount of earth moving necessary for the preparation of the site.

G. LOCATION

The final location and site selection for the two Academies would be made in consultation with the proposed Alliance Education Advisory Council. It is recommended that final locations selected consider the following:

- Security
- Semi-isolated site away from major noise sources
- Available utilities
- Level ground
- Easy access to public transportation
- Favorable climate
- Recreation space
- Future expansion
- Access to local market and for future use of the Pakistan Government after the Afghans return to their homeland.

H. EQUIPMENT, FURNITURE AND SUPPLIES

It is important to provide the Academies with appropriate equipment, furniture and supplies to support the learning environments. There was not enough time nor available expertise during the initial visit to detail all needs, especially for the chemistry, physics, agriculture and general science laboratories. It is recommended that specialists in these technical areas be consulted to cost out the laboratories in detail and make final recommendations regarding equipment, furniture and supplies needed. Purchasing as much as possible in Pakistan is further recommended and this strategy was taken into consideration when estimating the costs (Exhibit V-5).

I. STUDENT ENROLLMENT

The Seven Party Alliance Education Leaders have estimated that between 10,000 and 12,000 high school graduates are now in the refugee camps. The high schools currently operating in the refugee camps are graduating an estimated 250 students per year. There also is a pool of potential students for enrollment whose higher education was interrupted by the Russian invasion of Afghanistan. From these sources, a maximum of 300 students should be admitted to the Afghan Academies over a two-year period. Summer vacation periods would be used to provide seminars for teachers coming from Afghanistan as identified for further training by FADOE.

1. Distribution of Enrollment

With the advice and approval of the Vice President of Academic Affairs, the selection of students for the Academies would be conducted by the Coordinator of Students. The following enrollment pattern would be modified to meet the needs of the Academy at Baluchistan.

The Teacher Training Program would admit 100 students the first year. This program would be a one-year program--the top 25 students of the class would then be selected to continue for a second year and enter into the Education Administration Program. During that first year, the Academy would admit 25 students into Public Administration and 25 into Agriculture. The total of first year enrollment would be 150 students.

The second year, the Academy would need to admit a total of 225 students with 175 in Teacher Training, 25 in Public Administration and 25 in Agriculture. This would provide a distribution of 75 second-year students (of which, 25 would be in Education Administration, 25 in Agriculture and 25 in Public Administration). The entering class of 225 plus the 75 in the second year would bring the enrollment to the maximum of 300 students. (Note: 75 of the first-year Teacher Training students would have completed their education and be ready to return to Afghanistan to teach.) The following input and output chart shows this distribution:

AFGHAN ACADEMY/NWFP
DISTRIBUTION OF ENROLLMENT
INPUT/OUTPUT

Discipline	1st year input	Input in 2nd year to enroll as 1st year students	Enrolled in 2nd year class	Output at end of year	Output each following year
Teacher Training	100	175	0	75	150
Education Admin.	0	0	25	0	25
Public Admin.	25	0	25	0	25
Agriculture	25	25	25	0	25
TOTAL	**150**	**225**	**75**	**75**	**225**

2. **Admission Qualifications**

The minimum admission qualifications for both Academies are recommended below:

- Possess a high school diploma
- Pass the entrance examination to be designed by the Academy faculty
- Provide a letter of introduction from a freedom fighter commander and party leadership to verify Jihad involvement
- Provide written assurance that the applicant would spend the summer supporting the Resistance Movement and that upon completion of the program, would return to Afghanistan. (Admission preference would be given to disabled freedom fighters and to current freedom fighters who meet all other criteria.)

J. PROJECT DEVELOPMENT RECOMMENDATIONS

1. **Justification**

The creation of two Afghan Academies is justified on the basis of the following consideration:

- Seven Party Alliance leadership desires creation of some type of institution of higher education separate from those available, albeit limited, in Pakistan.
- The availability of higher education simply is not meeting the needs of Afghans (individually) or the Resistance Movement. The Afghan leadership, both party and educational leaders, are not in favor of having the educational future of Afghan youth in the hands and institutions of non-Afghans.

- Basic social services must be provided if Afghans successfully can be encouraged to remain in Afghanistan rather than become refugees. The establishment of the Academies and their programs of studies (Teacher Training/Education Administration, Agriculture and Public Administration) would help create the trained manpower to implement the concept of centers of development within Afghanistan.

- The establishment of the Academies would provide FADOE with trained teachers and educational administrators who could help re-establish basic educational services within Free Afghanistan.

- The establishment of the Afghan Academies reflects the wishes of the educational leaders of the Seven Party Alliance who view the creation of the Academies as the capstone of the educational system needed to support the Jihad.

2. **Assumptions**

The creation of the Afghan Academies is based upon the following assumptions:

- The creation of the Afghan Academies is approved by the proposed Alliance Education Advisory Council.

- The presidents of the Academies and key personnel (vice presidents of academic affairs and administration and program coordinators) are qualified by level of preparation and experience for their positions. The selection of administrative personnel also will be done in a timely manner.

- Sites for the Academies can be determined and the facilities to house the Academies' administration, the programs of studies and student accommodations can be rented. If facilities have to be constructed, then the start-up time for the Academies would be extended by at least one year.

- The Academies are solely educational institutions that would not become involved in the competition of political maneuvering of the various Seven Party Alliance factions.

- The faculty of the Academies would be selected on the basis of academic qualifications and experience.

- Students graduated from the Academies' programs of studies would return to Free Afghanistan to assist the people there.

- Students selected for admission to the Academies would be the best qualified students available. Students who have participated in the Jihad would be given preference over students who only had been refugee camp residents.

- Equipment, materials and supplies needed to implement the Academies may be purchased either in Pakistan or India.

Public Administration Specialist (30 person-months)

- Doctorate in Public Administration
- Curriculum development, administration and college teaching experience
- Work experience in developing nations.

Agriculture Specialist (30 person-months)

- Doctorate in Agriculture
- Curriculum development, administration and college teaching experience
- Work experience in developing nations.

Intensive Preparatory Course Specialist (30 person-months)

- Doctorate preferred in teaching English-as-a-Second Language
- Administrative experience managing an intensive English language teaching program.

SHORT-TERM TECHNICAL ASSISTANCE

Facilities Planning/Equipment Procurement Specialist (4 person-months)
Subject Field Specialists (26 person-months)

5. Scope of Work

The five long-term technical advisors for the Afghan Academies would need to divide their time between the two locations in NWFP and Baluchistan. The technical advisors would ensure an orderly planning, implementation and continued daily functioning of the instruction or area of responsibility assigned to them.

a. Technical Assistance for Higher Education and Administration for Academies' Administration

The technical advisor to the Academies' upper administration would work closely with the Presidents and Vice Presidents and their staff. Specific duties and responsibilities would include:

- Work with and assist the proposed Alliance Educational Advisory Council to ensure job descriptions for all positions in the upper administration, including the necessary education, experience and administrative qualifications for personnel selected for the positions.

- Assist the Presidents and staff to ensure qualified personnel are selected for all positions (including directors, coordinators and faculty).

- Work with the Academies' administration and architectural design firm to coordinate the design, construction and equipping of the facilities to ensure timely completion.

- Assist in the student selection process and ensure implementation of the initial start up of both Academies.

- Assist in setting up the record keeping procedures needed to implement and provide for a continued effective system.

- Assist the administration to ensure orderly and effective daily operation of the institution.

- Advise and facilitate an orderly flow and purchase of supplies and equipment.

b. **Program Technical Advisors**

The four program technical advisors (Teacher Training/Education Administration, Public Administration, Agriculture and Intensive Preparatory Programs) would assist their respective coordinators in a counterpart capacity and interface with the Director of Faculty as needed. Each would have specific duties as listed below:

- Work with and assist the administration to ensure the hiring of experienced, educated and qualified program coordinators in their respective areas.

- Assist the Program Coordinator to ensure the hiring of qualified faculty and staff in their respective program areas.

- Assist in faculty development as needed in the program areas.

- Assist in and provide input into the development of the curriculum in their respective program areas.

- Assist in course development and selection of instructional materials for all courses in their respective program areas.

- Assist in the course scheduling each semester.

- Assist in selection of textbooks and appropriate library reference materials in their program area.

- Assist in identifying equipment and supply lists to start the Academies and to allow both institutions to carry out the daily functions.

- Assist in procedures to ensure daily routine classroom functions are maintained.

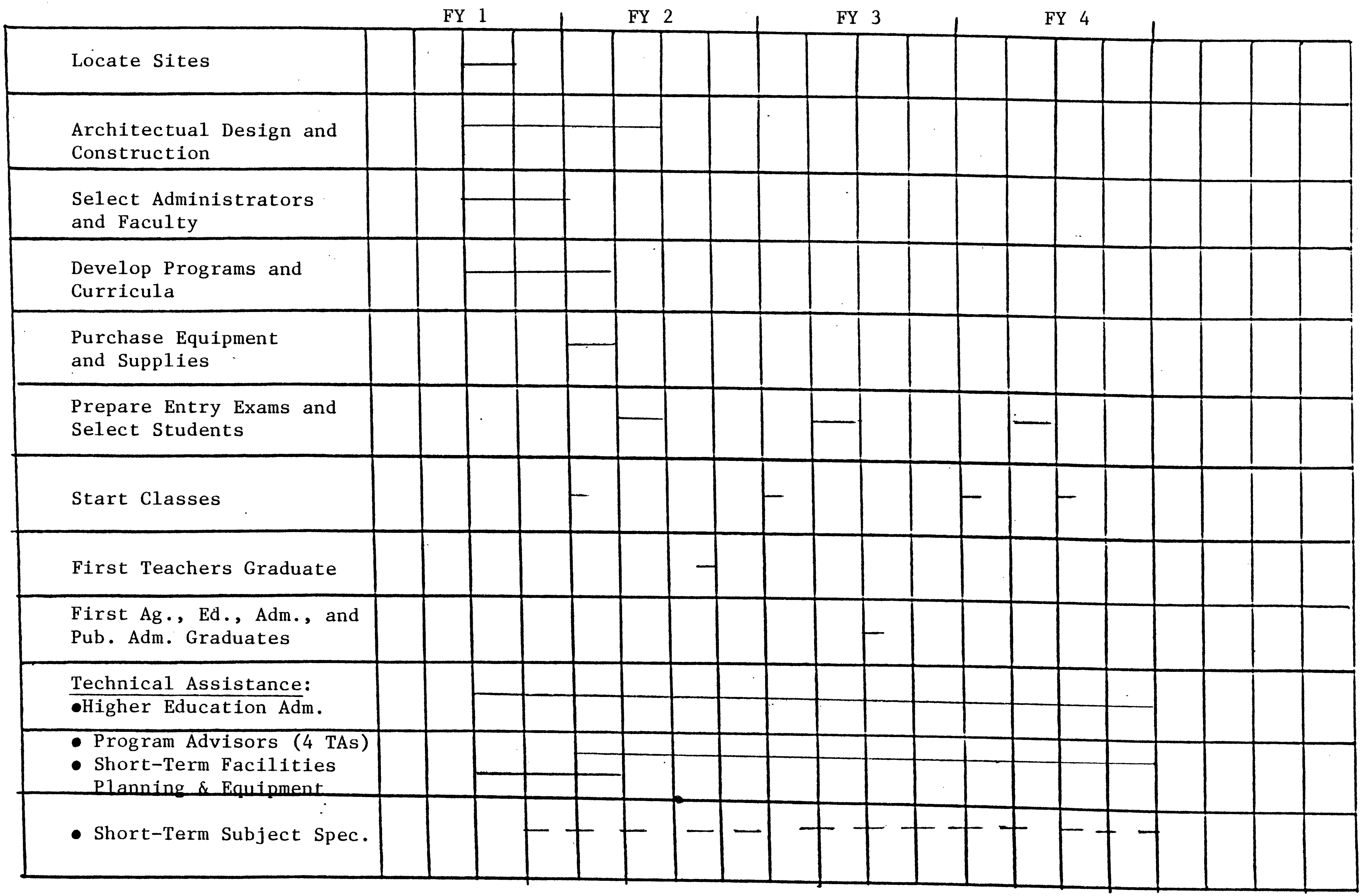
- Assist as needed in the student selection process.

6. **Project Implementation**

The Project implementation schedule detailed in Exhibit V-6 illustrates the sequence of activities. Implementation is envisioned in four phases:

Exhibit V-6

FREE AFGHAN ACADEMIES IMPLEMENTATION SCHEDULE



Phase One

After the Academies' Presidents and senior-level administration have been hired and the sites selected, the architectural planning and building construction should begin. During this period, the Higher Education and Administration Technical Advisor and short-term specialist in facilities planning/equipment procurement should be in country.

Phase Two

After the administration structure is in place and operational, the faculty should be hired and start work on curricula and course development. At this point, the four program technical advisors should be in country to assist in preparation for the first class of students.

Phase Three

Equipment, supplies and textbooks should be ordered and put into place. Student selection should be initiated during this period of time.

Phase Four

Open schools and continue program and facility development.

After the senior-level administrators have been hired and are in place, the planning of the site and curricular work can begin. Hiring would occur in this order: the vice presidents, the coordinators and lastly, the faculty, hiring as each group is completed and functional. The curricular and course syllabi could be developed and be ready when students arrive. The technical advisor for adminstration should be brought on board as soon as the Academies' administrative structure is functional. Other program technical advisors should be phased in as the various Afghan program faculty are hired and ready for the curricular development task.

If the construction of new facilities becomes necessary, it probably would be 12 to 15 months before the first class of students could enter the Academies.

7. Project Monitoring

The Afghan Academies Project could be monitored with activities listed below. Each of the activities presented are indicators of how the project is functioning/operating:

- Placement of graduates of the Academies' programs of studies (do the graduates go back to a Free Afghanistan to utilize their newly acquired skills/knowledge).
- Timely appointment of Afghan administrators and faculty needed to establish the Afghan Academies.
- Quality of personnel, both administration and faculty, selected for the Academies. The policy of selecting the best candidates on the basis of established credentials and experience would be an indicator that the Seven Party Alliance is seriously considering the development of the Academies.

- Level of cooperation and coordination between the Afghan Academies and FADOE to improve the quality of schooling inside Afghanistan through seminars and short courses.

- Monthly progress reports by each technical advisor.

- Quarterly progress reports submitted by Project Team Leader to USAID.

- Independent evaluation be conducted at the half-way point in the life of the project (two years).

- Evaluation conducted by independent evaluator one month before the end of the Project.

K. FUNDING REQUIREMENTS

1. Funding Options - Recommendations

Option I Fund the establishment of two Afghan academies, NWFP and Baluchistan. Total cost for 3.5 years: $8,949,503.

Option II Fund the establishment of the Afghan Academy in NWFP. Total cost for four years: $5,003,000.

Option III Fund the establishment of two Afghan Academies, NWFP and Baluchistan, but use only two technical assistants and 28 man months of short term consultants. Total cost for 3.5 years: $7,426,522.

There are any number of options that could be proposed in this activity. There are three options suggested by the Education Team. The first is the preferred option, since it would meet the broadest range of Afghan needs. It also represents the minimum desired by the Party Leadership of the Seven Party Alliance. Exhibits V-2, V-3, V-4 and V-5 provide complete details for Option I.

EXHIBIT V-2A
DEVELOPMENT OF AFGHAN ACADEMIES AT NWFP AND BALUCHISTAN
SUMMARY COSTS - OPTION 1

CATEGORY	FY I 6 MOS AMOUNT U.S. $	FY I LEVEL OF EFFORT	FY II 12 MOS AMOUNT U.S. $	FY II LEVEL OF EFFORT	FY III 12 MOS AMOUNT U.S. $	FY III LEVEL OF EFFORT	FY IV 12 MOS AMOUNT U.S. $	FY IV LEVEL OF EFFORT	TOTAL 42 MOS AMOUNT U.S. $	TOTAL LEVEL OF EFFORT
Personnel Salaries and Wages										
Administration	$48,344		$101,522		$106,598		$111,928		$368,392	
Faculty	$120,750		$253,575		$266,254		$279,567		$920,146	
Secretarial/Clerical Support	$25,485		$53,517		$56,193		$59,003		$194,198	
Dormitory	$22,641		$47,545		$49,922		$52,418		$172,526	
Food Services	$23,516		$49,383		$51,852		$54,445		$179,196	
Other Staff/Personnel	$88,637		$186,137		$195,444		$205,216		$675,434	
Subtotal	$329,371		$691,679		$726,263		$762,577		$2,509,890	
Facilities Needs	$1,375,593		$0		$0		$0		$1,375,593	
Miscellaneous (includes utilities)	$38,000		$79,800		$83,790		$87,980		$289,570	
Equipment, Furniture, Office Supplies	$1,131,865		$11,000		$11,550		$12,128		$1,166,543	
Student Support										
Travel	$0		$3,800		$3,990		$4,190		$11,980	
Food	$0		$86,037		$180,678		$189,712		$456,427	
Allowance	$0		$14,339		$30,112		$31,618		$76,069	
Clothing	$0		$15,094		$15,849		$16,641		$47,584	
Materials	$0		$8,603		$9,033		$9,485		$27,121	
Misc.	$0		$2,280		$2,394		$2,514		$7,188	
Subtotal	$0		$130,153		$242,056		$254,160		$626,369	
Vehicles										
Autos (2)	$24,000		$0		$0		$0		$24,000	
Minibuses (1)	$18,000		$0		$0		$0		$18,000	
Trucks (1)	$9,000		$0		$0		$0		$9,000	
Operating Expenses	$4,000		$8,000		$8,400		$8,820		$29,220	
Subtotal	$55,000		$8,000		$8,400		$8,820		$80,220	
Travel Staff (meetings etc.)	$2,300		$2,415		$2,536		$2,663		$9,914	
Academies 'Instructional Supplies	$13,000		$15,500		$16,275		$17,089		$61,864	
Maintenance	$2,500		$5,250		$5,513		$5,789		$19,052	
Textbooks	$31,920		$67,032		$70,384		$73,903		$243,239	
Library	$14,000		$14,700		$15,435		$16,207		$60,342	
Subtotal Afghan Academies Support	$2,993,549		$1,025,529		$1,182,202		$1,241,316		$6,442,596	

EXHIBIT V-2B
DEVELOPMENT OF AFGHAN ACADEMIES AT NWFP AND BALUCHISTAN
SUMMARY COSTS - OPTION 1

CATEGORY	FY I 6 MOS AMOUNT U.S. $	FY I LEVEL OF EFFORT	FY II 12 MOS AMOUNT U.S. $	FY II LEVEL OF EFFORT	FY III 12 MOS AMOUNT U.S. $	FY III LEVEL OF EFFORT	FY IV 12 MOS AMOUNT U.S. $	FY IV LEVEL OF EFFORT	TOTAL 42 MOS AMOUNT U.S. $	TOTAL LEVEL OF EFFORT
Technical Assistance										
Long-term:										
Administration (42 p/m)	$150,000	6.00	$157,500	12.00	$165,375	12.00	$173,644	12.00	$646,519	42.00
Teacher Training/Ed Admin (30 p/m)	$0	0.00	$150,000	12.00	$157,500	12.00	$82,688	6.00	$390,188	30.00
Public Administration (30 p/m)	$0	0.00	$150,000	12.00	$157,500	12.00	$82,688	6.00	$390,188	30.00
Agriculture (30 p/m)	$0	0.00	$150,000	12.00	$157,500	12.00	$82,688	6.00	$390,188	30.00
Intensive Prep Program (30 p/m)	$0	0.00	$150,000	12.00	$157,500	12.00	$82,688	6.00	$390,188	30.00
Short-term:										
Facilities Planning/ Equipment Procurment (4 p/m)	$21,296	4.00	$0	0.00	$0	0.00	$0	0.00	$21,296	4.00
Assistance to be Identified (26 p/m)	$26,620	5.00	$37,268	7.00	$37,268	7.00	$37,268	7.00	$138,424	26.00
Subtotal	$197,916	15.00	$794,768	67.00	$832,643	67.00	$541,662	43.00	$2,366,989	192.00
1 Admin. Assist.	$3,019		$6,340		$6,657		$6,990		$23,006	
1 Secretary	$6,000		$12,600		$13,230		$13,892		$45,722	
2 Drivers	$1,887		$3,963		$4,161		$4,369		$14,380	
Subtotal	$10,906		$22,903		$24,048		$25,251		$83,108	
Team Offices										
Establish Office	$6,800		$0		$0		$0		$6,800	
Supplies	$0		$4,800		$4,200		$2,400		$11,400	
Subtotal	$6,800		$4,800		$4,200		$2,400		$18,200	
Equipment										
Procurement 2 @ $12,000 ea	$24,000		$0		$0		$0		$24,000	
Operation/Maintenance	$2,000		$4,000		$4,200		$4,410		$14,610	
Subtotal	$26,000		$4,000		$4,200		$4,410		$38,610	
Subtotal Technical Assistance	$241,622		$826,471		$865,091		$573,723		$2,506,907	
GRAND TOTAL	$3,235,171		$1,852,000		$2,047,293		$1,815,039		$8,949,503	

Assumes 5% inflation factor in FY II-FY IV
Assumes FY I March, 1986-August, 1987.
Salaries for technical assistance calculated on $150,000/technician including salar/, benefits, transportation and allowances.
Assumes Academy at Baluchistan would require approximately 75% costs of Academy/NWFP

EXHIBIT V-2C
DEVELOPMENT OF AFGHAN ACADEMIES AT NWFP AND BALUCHISTAN
SUMMARY COSTS - OPTION 1

Short-term Technical Assistance Module

Salaries	
22 days @ $242/day	$5,324
30 days per diem @ $100/day	$3,000
RT USA/Pakistan	$2,500
DBA Insurance	$1,198
Costs for One Month	$5,324
	======

EXHIBIT V-3A
AFGHAN ACADEMY/NWFP
PERSONNEL ANNUAL SALARIES AND WAGES

CATEGORY 16 RS = 1 $US	NO. STAFF NEEDED	ANNUAL SALARY RUPEES	TOTAL SALARY RUPEES	ANNUAL AMOUNT U.S. $
Personnel Salaries and Wages				
Administration				
President (1)	1	120,000	120,000	$7,500
Vice Presidents (2)	2	100,000	200,000	$12,500
Directors of Faculty (2)	2	84,000	168,000	$10,500
Coordinators (3)	3	72,000	216,000	$13,500
Admissions (1)	1	60,000	60,000	$3,750
Records (1)	1	60,000	60,000	$3,750
Counselor (1)	1	60,000	60,000	$3,750
Subtotal	11	556,000	884,000	$55,250
Faculty				
Program Coordinators (5)	5	72,000	360,000	$22,500
English Teachers (5)	5	66,000	330,000	$20,625
Mathematics Teachers (3)	3	66,000	198,000	$12,375
Science Teachers (3)	3	66,000	198,000	$12,375
Afghan Culture Instructors (5)	5	66,000	330,000	$20,625
Teacher Training Instructors (3)	3	66,000	198,000	$12,375
Public Administration Instructors	3	66,000	198,000	$12,375
Agriculture Instructors (3)	3	66,000	198,000	$12,375
Ed Admin Instructors (2)	2	66,000	132,000	$8,250
Librarian (1)	1	66,000	66,000	$4,125
Subtotal	33	666,000	2,208,000	$138,000
Secretarial/Clerical Support				
Secretary/President (1)	1	46,000	46,000	$2,875
Secretaries to Vice Presidents (2)	2	42,000	84,000	$5,250
Secretaries to Coordinators (3)	3	42,000	126,000	$7,875
Secretaries to Prog. Coordinators	5	42,000	210,000	$13,125
Subtotal	11	172,000	466,000	$29,125
Dormitory				
Resident Hall Manager (1)	1	48,000	48,000	$3,000
Laundry Personnel (4)	4	30,000	120,000	$7,500
Maintenance Personnel (2)	2	48,000	96,000	$6,000
Janitors (5)	5	30,000	150,000	$9,375
Subtotal	12	156,000	414,000	$25,875
Food Services				
Head Cook (1)	1	40,000	40,000	$2,500
Cooks (3)	3	36,000	108,000	$6,750
Servers (3)	3	30,000	90,000	$5,625
Maintenance Personnel (2)	2	48,000	96,000	$6,000
Janitors (2)	2	48,000	96,000	$6,000
Subtotal	11	202,000	430,000	$26,875

EXHIBIT V-3B
AFGHAN ACADEMY/NWFP
PERSONNEL ANNUAL SALARIES AND WAGES

CATEGORY 16 RS = 1 $US	NO. STAFF NEEDED	ANNUAL SALARY RUPEES	TOTAL SALARY RUPEES	ANNUAL AMOUNT U.S. $
Other Staff/Personnel				
Nurse (1)	1	52,000	52,000	$3,250
Imam (1)	1	52,000	52,000	$3,250
Bookstore Clerk (1)	1	48,000	48,000	$3,000
Laboratory Techs (3)	3	52,000	156,000	$9,750
A/V Director (1)	1	66,000	66,000	$4,125
Other Support Services (10)	10	25,000	250,000	$15,625
Admin Assist (1)	1	95,988	95,988	$5,999
Secretary/Technical Team (1)	1	190,800	190,800	$11,925
Physical Education Instructors (2)	2	52,000	104,000	$6,500
Guards (2)	2	30,000	60,000	$3,750
Drivers (7)	7	30,000	210,000	$13,125
Building Janitors (3)	3	30,000	90,000	$5,625
Grounds Keepers (5)	5	30,000	150,000	$9,375
Building Maintenance	2	48,000	96,000	$6,000
Subtotal	40	801,788	1,620,788	$101,299
GRAND TOTAL SALARIES	118	2,553,788	6,022,788	376,424

EXHIBIT V-3C
AFGHAN ACADEMY/NWFP
PERSONNEL ANNUAL SALARIES AND WAGES

CATEGORY 16 RS = 1$US	NO. STAFF NEEDED	ANNUAL SALARY RUPEES	TOTAL SALARY RUPEES	ANNUAL AMOUNT U.S. $
NWFP:				
ADMINISTRATION		556,000	884,000	$55,250
FACULTY		666,000	2,208,000	$138,000
SECRETARIAL		172,000	466,000	$29,125
DORMITORY		156,000	414,000	$25,875
FOOD SERVICES		202,000	430,000	$26,875
OTHER		801,788	1,620,788	$101,299
TOTAL		2,553,788	6,022,788	$376,424
BALUCHISTAN:				
ADMINISTRATION		417000	663000	41438
FACULTY		499500	1656000	103500
SECRETARIAL		129000	349500	21844
DORMITORY		117000	310500	19406
FOOD SERVICES		151500	322500	20156
OTHER		601341	1215591	75974
TOTAL		1,915,341	4,517,091	$282,318
TOTAL TWO AFGHAN ACADEMIES				
ADMINISTRATION		973,000	1,547,000	$96,688
FACULTY		1,165,500	3,864,000	$241,500
SECRETARIAL		301,000	815,500	$50,969
DORMITORY		273,000	724,500	$45,281
FOOD SERVICES		353,500	752,500	$47,031
OTHER		1,403,129	2,836,379	$177,273
GRAND TOTAL		4,469,129	10,539,879	$658,742

EXHIBIT V-4A

SUMMARY OF FACILITY NEEDS FOR AFGHAN ACADEMY/NWFP CONSTRUCTION COSTS

CATEGORY	NO REQUIRED	SQUARE FEET	AMOUNT RUPEES	AMOUNT U.S. $
16 Rs=1 $US 175 Rs/sq ft				
ACADEMIC				
Classrooms	10	6,000	1,050,000	$65,625
Chem Lab	1	1,350	236,250	$14,766
Physics Lab	1	1,350	236,250	$14,766
Agriculture Lab	1	2,400	420,000	$26,250
Instructional Materials	1	500	87,500	$5,469
General Science	1	1,350	236,250	$14,766
Library	1	1,530	267,750	$16,734
Study Hall	1	1,200	210,000	$13,125
Coodinator Offices	5	1,320	231,000	$14,438
Faculty Offices	18	2,160	378,000	$23,625
Restrooms	2	600	105,000	$6,563
Secretary	5	400	70,000	$4,375
Storage (General)		1,000	175,000	$10,938
All Purpose	1	2,400	420,000	$26,250
Circulation		3,534	618,450	$38,653
Subtotal Academic Space	48	27,094	4,741,450	$296,343
ADMINISTRATION				
Reception Area	1	150	26,250	$1,641
President's Office	1	400	70,000	$4,375
Vice Presidents' Offices	2	600	105,000	$6,563
Coordinators' Offices	3	420	73,500	$4,594
Directors' Offices	2	280	49,000	$3,063
Secretaries	3	240	42,000	$2,625
Restrooms	2	200	35,000	$2,188
Storage		500	87,500	$5,469
Nurse	1	150	26,250	$1,641
Circulation		441	77,175	$4,823
Subtotal Administration	15	3,381	591,675	$36,982
DORMITORY				
Bedrooms	150	18,000	3,150,000	$196,875
Bathrooms	4	2,400	420,000	$26,250
Shower Areas	4	1,600	280,000	$17,500
Lounge Areas	1	2,025	354,375	$22,148
Office	1	200	35,000	$2,188
Laundry	1	400	70,000	$4,375
Circulation		3,693	646,275	$40,392
Subtotal Dormitory	161	28,318	4,955,650	$309,728
FOOD SERVICES				
Faculty Dining	1	600	105,000	$6,563
Main Dining	1	2,000	350,000	$21,875
Kitchen	1	1,200	210,000	$13,125
Serving Area	1	350	61,250	$3,828
Storage	1	600	105,000	$6,563
Office	1	150	26,250	$1,641
Circulation		735	128,625	$8,039
Subtotal Food Services	6	5,635	986,125	$61,634

EXHIBIT V-4B

SUMMARY OF FACILITY NEEDS FOR AFGHAN ACADEMY/NWFP CONSTRUCTION COSTS

CATEGORY 16 RS = 1 $US; 175 RS/Sq.Ft.	NO REQUIRED	SQUARE FEET	AMOUNT RUPEES	AMOUNT U.S. $
ACADEMIC		27,094	4,741,450	$296,343
ADMINISTRATIVE		3,381	591,675	$36,982
DORMITORY		28,318	4,955,650	$309,728
FOOD SERVICES		5,635	986,125	$61,634
RECREATIONAL*			159,000	$9,938
ARCHITECTURAL DESIGN			1,142,847	$71,428
		64,428	12,576,747	$786,053

Location and terrain of site will determine the actual cost. Estimate is $10,000.
Cost of constuction at 175 Rs/sq ft. Price from Free Medicine currently building in Pakistan.

EXHIBIT V-4C

SUMMARY OF FACILITY NEEDS FOR AFGHAN ACADEMY/NWFP CONSTRUCTION COSTS

CATEGORY 16 RS = 1 $US; 175 RS/Sq.Ft.	NO REQUIRED	AMOUNT (RS)	AMOUNT (US $)
Classrooms	10	240,000	$15,094
Chem Lab Stations	25	1,291,875	$81,250
Physics Lab Stations	25	1,252,125	$78,750
Agriculture Lab	General	1,192,500	$75,000
Instructional Materials Lab	1	469,050	$29,500
General Science	1	874,500	$55,000
Library	1	508,800	$32,000
Study Hall	1	1,515,050	$95,286
Offices	62	1,675,860	$105,400
Dormitory Rooms	150	417,375	$26,250
Food Services	5	814,875	$51,250
Recreational		31,800	$2,000
TOTAL		10,283,810	$646,780

EXHIBIT V-5
EQUIPMENT, FURNITURE AND SUPPLIES AFGHAN ACADEMY
SUMMARY

CATEGORY 16 RS = 1 $US 175 RS/Sq.Ft.	NO REQUIRED	AMOUNT (RS)	AMOUNT (US $)
Classrooms	10	240,000	$15,094
Chem Lab Stations	25	1,291,875	$81,250
Physics Lab Stations	25	1,252,125	$78,750
Agriculture Lab	General	1,192,500	$75,000
Instructional Materials Lab	1	469,050	$29,500
General Science	1	874,500	$55,000
Library	1	508,800	$32,000
Study Hall	1	1,515,050	$95,286
Offices	62	1,675,860	$105,400
Dormitory Rooms	150	417,375	$26,250
Food Services	5	814,875	$51,250
Recreational		31,800	$2,000
TOTAL		10,283,810	$646,780

AFGHANISTAN EDUCATION ACTIVITY
EXECUTIVE SUMMARY

PURPOSE OF PROJECT

The purpose of this appraisal study was to provide recommendations for funding a variety of pragmatic educational projects with demonstrable, positive effects on Afghans maintaining themselves in Afghanistan. The initial scope of work required an assessment of the feasibility of four proposals which included:

- Establishment of a Pakistan-Afghanistan Institute
- Design for a post-secondary scholarship program in support of selected Afghans students
- Development of an Afghan studies center(s) to introduce an Afghan academic and research presence and capability into the existing Pakistan university system
- Establish a limited number of baccalaureate, technical, graduate and post-graduate scholarships directly relevant to current and future critical needs for Afghanistan.

In addition to these four proposals, the Team was charged with surveying current efforts to provide assistance to primary, middle and secondary education. This assessment was designed to determine if appropriate methods exist for organizing and systematizing these different approaches. Finally, the Team was encouraged to use their experience and expertise, departing from the original scope of work as appropriate, to develop new ideas that would work within the constraints of the political realities.

BASIS FOR ASSISTANCE

The Education Team conducted numerous interviews and meetings with Afghan refugees, teachers, administrators, political party leaders, education leaders, Pakistan refugee officials and university officials, private voluntary organizations and other organizations to assess and identify the critical educational needs for Afghanistan. The results of this survey generated a number of criteria for humanitarian cross-border aid. The results also indicated that the assistance provided should:

- Help ensure primary education for all children in Free Afghanistan and assist in the development of middle and secondary education.

- Provide assistance to freedom fighters and other Afghans whose education had been interrupted at the post-secondary level.

- Assist the Afghan Seven Party Alliance and its political parties in the development of a cooperative organization to meet the immediate and long-range educational needs of Free Afghanistan.

- Assist in the development of administrative, technical and professional skills critical to the reconstruction of a Free Afghanistan.

SECTION VI
STRENGTHENING SCHOLARSHIP OPTIONS IN PAKISTAN AND ABROAD

INTRODUCTION

This section deals with the feasibilitiy of providing scholarships for Afghans in institutions of higher education both in Pakistan and in other countries. In contrast to more immediate cross-border assistance for primary and secondary education inside Afghanistan itself, this program is more long-term in nature and addresses the complex problem of providing qualified professionals for the future reconstruction of a Free Afghanistan.

A. STATUS OF HIGHER EDUCATION

The Education Team ascertained that a substantial number of individuals do exist among the refugee population in both the Northwest Frontier Province (NWFP) and Baluchistan who have had their formal education interrupted by the war in Afghanistan; many are 12th grade graduates, while others have partially completed their university studies. They now live in or near the cities of Peshawar and Quetta, reside in the refugee camps or are active in the war as Mujahideen.

At the time of the coup in 1978, there were approximately 26,700 students in the 12th grade in Afghanistan. The following 1978 enrollment figures were reported for various areas of higher education in Afghanistan (International Handbook on Education 1983):

ENROLLMENT IN VARIOUS BRANCHES OF HIGHER EDUCATION IN AFGHANISTAN 1978

BRANCH OF EDUCATION	MALE	FEMALE
Education and Teacher Training	4,603	1,940
Humanities and Theology	1,657	480
Law	495	93
Commerce and Business	1,370	180
Natural Science	1,012	463
Medicine and Related Studies	2,228	344
Engineering	3,966	326
Agriculture	1,807	93
TOTAL	**17,138**	**3,919**

Thus, in spite of the considerable number of educated individuals who have immigrated to the United States and Europe as refugees in recent years or those who have been sent to the USSR for further study by the present regime in Kabul, it is not surprising to find many of these educated refugees currently residing in Pakistan. The talents of these individuals are crucial to the rebuilding of the Afghan nation following the anticipated withdrawal of Soviet troops. Moreover, until this is achieved, their further education, either within Pakistan or abroad, should be supported. At present,

many of these young Afghans are unemployed and are wasting valuable time which could be put to better use in studies that would be applicable at a later date in the reconstruction of a Free Afghanistan or, more immediately, in various cross-border assistance efforts proposed in the previous sections of the Team's report.

Existing scholarship programs and related activities for Afghans will be reviewed in the following section. Unfortunately, to date these programs lack sufficient coordination and suffer from a number of drawbacks. It is anticipated that through the concerted effort of the proposed Educational Advisory Council of the Seven Party Alliance, the PWI and USAID, future coordination can better be achieved. A discussion of scholarships for Afghans in institutions of higher education in Pakistan will be presented, followed by scholarships for Afghans in higher education in institutes abroad.

B. SCHOLARSHIPS FOR AFGHANS IN PAKISTAN (CAPACITATION PROGRAM)

1. Needs Assessment

This section specifically is concerned with the provision of seats and scholarships for young Afghans in Pakistan's universities where they study in the same classes with Pakistani students. Although exact figures vary considerably, at present there are approximately 150-200 Afghan students in Pakistani educational institutions, most of whom are receiving scholarships from the United Nations High Commission for Refugees (UNHCR).

It is difficult to estimate how many Afghans presently reside in Pakistan who could profit from university study and scholarships within the country. No comprehensive survey has been conducted, and statistics are sorely lacking. Thus, in both Peshawar and Quetta, the Team asked Afghan leaders and others about the size of this sector of the refugee populace.

In Peshawar itself, it was said that at least 500 12th grade graduates are in residence and, with approximately 250 new graduates matriculating from the 12 refugee high schools in the nearby area, this number is growing each year. This number does not take into consideration other similarly educated individuals living in the other refugee camps in the Northwest Frontier Province (NWFP). In addition, there are at least a few hundred Afghans in the NWFP who have begun their university education in Kabul only to have it interrupted by the war.

In Quetta, estimates indicate that at least 2,000 to 3,000 12th grade graduates live in Baluchistan among the refugees, with 500 who have had to abandon university education in Afghanistan upon fleeing the country. Although these figures must be accepted with caution, it is safe to say that there is a large pool of refugees in need of higher education in both the NWFP and Baluchistan. Surveys of the refugee population need to be conducted in this area.

2. Opinions of the Seven Party Alliance

During recent discussions, the Alliance Education Leaders of all seven parties voiced their desire for assistance to enable Afghans to continue their higher education. They stressed that a variety of professional expertise is not only sorely lacking now, but also will be greatly in demand in future reconstruction efforts in Afghanistan. One educational representative clearly depicted the present situation: "Everything that existed before in Afghanistan is changed now. We need professionals of every type to rebuild." Others noted that higher education also was necessary for a more successful Jihad effort inside Afghanistan at present.

Leaders stated that many young men in the midst of their higher education fled Afghanistan due to fear of being drafted in the pro-Soviet armed forces; in Pakistan they have joined the Mujahideen or come to party offices looking for activities to occupy their time. Uncertain of their future, they often wander the city streets with little to do.

Stress was placed on training in practical areas such as medicine, engineering, science and technology. In a few instances, it also was mentioned that scholarships in Pakistan would be preferred to those in other countries because they are comparatively less expensive; in addition, there is no question that the individuals would return following completion of studies and that they would not be negatively influenced by Western culture.

During the Team's visits, one party presented a formal statement that USAID should strive to create more seats for Afghans in Pakistan universities through the provision of additional funds. They believed that 280-300 Afghan students presently were attending Pakistani institutions of education on all levels.

Among all seven parties of the Alliance in Quetta, the general impression was that the refugee population of Baluchistan generally had been forgotten. Indeed, they lacked professionals to a much greater degree than in the NWFP, and an insignificant number of scholarship recipients come from the refugee population in that province. In a written presentation of their educational needs, Quetta's Seven Party Alliance members recommended that 300 of their educated youth be provided with the opportunity to continue with their university education in Pakistani institutions.

At the final meeting with Alliance Education Leaders on December 11, 1985, the following statements appeared in their written presentation of educational needs:

- "In the case of scholarships, candidates should be introduced by the seven parties of the Alliance."
- "In the area of higher education, first priority should be given to those whose educational careers have been interrupted."

It also was agreed that training in such areas as medicine and engineering would be best accomplished through scholarships in Pakistan (or abroad) rather than in the proposed Afghan Academies, due to the difficulty of establishing competent faculties in these complex areas in a short period of time. In addition, it was stressed that educated Mujahideen who have been actively fighting for a number of years be given an opportunity to rest and participate in a scholarship program in Pakistan (or abroad).

In their final meetings, Alliance Education Leaders noted that the following priority areas exist for scholarships in Pakistani institutions of higher education:

- Medicine
- Civil Engineering
- Agriculture
- Technology
- Natural Sciences
- Social Sciences.

3. <u>Present Status</u>

a. <u>Allotted Seats</u>

In conversations with Afghans, Pakistan Government officials and international relief agencies, conflicting figures were provided on the exact number of seats presently allotted to Afghans in Pakistani educational institutions, scholarships provided and actual students in attendance. Some documentation of various sources will illustrate this complex situation.

First, the Education Cell of the Commissioner for Afghan Refugees (CAR), NWFP/Peshawar presents the following summary statement of admissions of refugees to Pakistani institutions (Education for Afghan Refugee Children, 1985):

ADMISSIONS OF AFGHAN REFUGEE STUDENTS IN PAKISTAN'S UNIVERSITIES, COLLEGES AND GOVERNMENT SCHOOLS
December, 1984

INSTITUTION	NUMBER OF STUDENTS ADMITTED
Medical Colleges	80
Engineering Colleges	12
Arts/Sciences Colleges	130
National Institute of Modern Language	44
Islamic University, Islamabad	17
Government Schools of NWFP	465
TOTAL	748

The Education Cell had arranged for these admissions in coordination with the Government of Pakistan. In the above list, students in post-secondary education (or those above 12th grade) would be found in all of the categories except in that of Government Schools of NWFP, which is of a lower level. The large arts/sciences colleges category includes 11th and 12th grade students and also those working on their B.A./B.S. degrees. Although these numbers may appear quite impresssive, it should be noted that the term "admission" may not mean that an Afghan refugee student is **actually** in active attendance at school.

b. <u>Selection</u>

It is worthwhile to review the process of obtaining a seat in a Pakistani institution which, for an Afghan, is extremely lengthy and fraught with bureaucratic snags. (Indeed, for Pakistanis themselves it is no easy task to obtain admission to their crowded universities.) Guidelines have varied over the past few years, but at present the sequence of steps is as summarized in Exhibit VI-I. When an institution has decided whether or not to admit the Afghan, his/her file must then retrace its route through the Government bureaucracy again. This whole process may take months, and sometimes a school year is well underway by the time a refugee receives the disposition of his application from the Education Cell/CAR. Allotted seats thus may never be filled.

EXHIBIT VI-I
STEPS TOWARDS ADMITTANCE AT A UNIVERSITY IN PAKISTAN FOR AN AFGHAN

1. An Afghan refugee who wants to enter a Pakistani educational institution applies to the Education Cell of CAR with necessary certificates of his/her previous studies. In many cases, these certificates were not able to be obtained before fleeing Afghanistan and this appears to be a major problem.

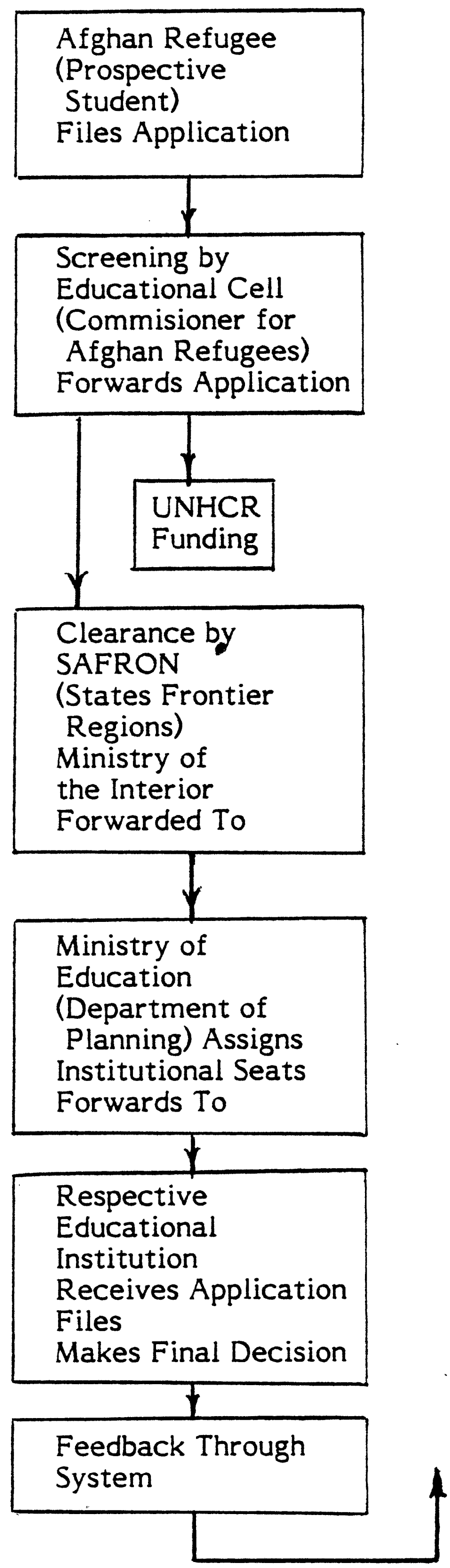
2. The Education Cell of CAR compiles files of prospective Afghan students and determines English capability. This office decides what disciplines the candidates will apply for, based upon past educational records of the individuals. Seemingly the applicant has no choice as to where he/she will go to study.

3. The files of prospective students are then forwarded to UNHCR which provides scholarship funds. They do not have any say in the selection, seat allocation, etc.

4. CAR also forwards the files of prospective Afghan students to the Office of States and Frontier Regions (SAFRON) which is part of the Ministry of the Interior in Islamabad. SAFRON must clear all individuals interested in higher education, and a letter must be obtained from the Ministry of Foreign Affairs for each. SAFRON selects students on a merit basis based upon their records.

5. The files are next sent to the Ministry of Education, Department of Planning, in Islamabad. This department then determines the availability of specific seats in various institutions of higher education and introduces individual Afghan refugees' files to specific universities, etc., in different provinces.

6. The institutions of higher education receives the files of the individuals introduced by the Ministry of Education, and they agree or disagree to accept the Afghans as students.



c. Scholarships from the United Nations High Commission on Refugees (UNHCR)

UNHCR noted that it is extremely difficult to advertise among the refugee population about possible educational opportunities and scholarships. In Peshawar they have put notices in the Pashto daily newspapers and also have notified the parties. Simple word of mouth also is utilized; however, these methods have not proved overly successful. When the Educational Cell/CAR finally has received notification of allotted seats, they send notices to recipients through the mail, but often by that time individuals' addresses may have changed and thus many potential students never receive their acceptance in universities. Effective communication indeed appears to be a primary problem between offices concerned with refugees and the rather nebulous Afghan populace.

In addition, communications between branch offices in Baluchistan--both governmental (CAR) and international (UNHCR)--and their respective counterparts in Islamabad seem quite weak in the area of education. Thus, prospective students among the refugee population in Baluchistan have little chance of participating in the scholarship program. Recipients of seats and scholarships are, by and large, all from the NWFP.

In 1980, the UNHCR program began with only 11 Afghan students admitted to Pakistani schools, each receiving a scholarship of Rs. 450/month. Their assistance has expanded considerably in recent years as more students have been admitted; in 1984-85, 151 Afghans received UNHCR scholarships. The allowance at that time had increased to Rs. 1,060/month for each individual. Exhibit VI-2 illustrates the various fields of study of these 151 students (122 males and 29 females), 101 of which had received a UNHCR scholarship in the previous year of 1983-84. The large category (Other) also includes students enrolled in 11th and 12th grades.

During 1985-86, the amount of a UNHCR scholarship has been raised to Rs. 1,200/month, or a total of Rs. 14,400/year for each student. For their present total of 151 scholarships, the UNHCR spends Rs. 2,174,400 or approximately $135,987. No new scholarships have been allotted at the time of the interview. The sum of Rs. 1,200/month must cover all university fees, boarding, books and equipment. It has been mentioned that this amount is sufficient if a student lives at home but not if he/she resides in a university hostel or dormitory. UNHCR hopes to be able to raise their scholarships to Rs. 1,600/month in the future, which they believe will be somewhat more sufficient. It should be noted that the normal foreign student tuition fee is not required for Afghans. Foreign tuitions are considerably higher:

- BA or BSc = Rs. 28,000/year ($1,750)
- MA, MSc or PhD = Rs. 30,000/year ($1,875)
- Medicine, Engineering, Pharmacy and Dentistry = Rs. 38,000/year ($2,375).

Some question exists as to whether the Afghan students actually receive their scholarships; UNHCR has had difficulty in tracing files through the Pakistan Government bureaucracy and in ascertaining if students do, indeed, exist. Not having a role in student selection, UNHCR is not sure how the scholarships are allotted or administered. It also was noted that States and Frontier Regions (SAFRON) now may want a scholarship to be paid in full for a student's coursework (two years of fees for a B.A. or B.S.) prior to the student beginning study; there is no final policy decision on this issue at this time.

EXHIBIT VI-2
UNHCR SCHOLARSHIPS FOR AFGHAN STUDENTS IN PAKISTAN
1984-85

Level	University Level
Academic Year	01 September - 31 August
Project Year	In which September falls
Project No.	84/EA/PAK/ED/2
Title	Educational Assistance for Afghan Refugees in Pakistan
Object	200 CAR students (reduced to 151)
Total Allocation	Rs. 2,544,000
Rate of Scholarship	Rs. 1,060/-(for fee, boarding/lodging, miscellaneous, books/equipment)
No. of beneficiaries	157*

FIELD OF STUDIES

	MALES	FEMALES	TOTAL
Agriculture	7	--	7
Eng/Technology	6	--	6
Medicine	27	7	34
Veterinary Medicine	1	--	1
Pharmacology	4	--	4
Economics	2	--	2
Political Science	1	--	1
Physics	1	--	1
Sociology	1	--	1
Islamic Studies	10	--	10
Pashto	5	3	8
Persian	2	--	2
Fine Arts	--	1	1
Other	55	18	73
TOTAL	**122**	**29**	**151**

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* a. Two students were dropped from 151 and 7 were added. One was a House job doctor who was paid for 3 months only.

b.

Continuing students	=	101
Enrolled in 1984-85	=	55
House job doctor	=	1
Total	=	**157**

d. **Problems Encountered**

A small-scale follow-up study of some Afghan students attending Pakistan educational institutions recently was conducted by UNHCR/Peshawar, and the results illustrate a number of problems encountered by these students. In general, their performance has been below average, and many have found their problems so overwhelming that they have finally stopped attending school. First of all, there is a definite language problem; their English (and Urdu) proficiency is lacking, and it is difficult for them to keep up with their courses. In addition, the general system of education varies from that which they have known in Afghanistan, and this poses additional problems. Also of importance (especially for those Afghans not studying in ethnically Pashto-speaking areas which hold some affinity to Afghanistan but rather in universities in Islamabad, Lahore), is the problem of general adjustment to a new sociocultural environment. Afghans who are often intent upon preserving their own identity in Pakistani society do not want to be assimilated during what they perceive as their temporary stay in Pakistan; thus meet the university environment with a definite degree of ambivalance. All of these elements combine to make Afghan students' performances in Pakistani universities less than successful.

e. **New Seats for Afghans**

In spite of these drawbacks, the complex bureaucratic process of placing additional Afghans in Pakistani schools continues. The Department of Planning, Ministry of Education/Islamabad recently provided information on 123 Afghans whose names have been introduced for admission in various disciplines during the current year. In addition, there have been 15 seats in medicine and two in dentistry newly created. The Ministry of Education has sent the individuals' files to the respective educational institutions throughout the country. It is not definite if they have been accepted or rejected, informed of their status, received a scholarship from UNHCR, or have begun studies yet. Exhibit VI-3 details these 123 students. Most of the introductions have been made to institutions in Peshawar or Islamabad. On the university level, English and Islamic studies are the areas of study for a total of 36 seats (58 percent) of all of the introductions. It is encouraging that 25 (20 percent) of the individuals introduced are female; 15 of these are at the college level while ten are at the university level in a variety of disciplines--English, Islamic Studies, Agriculture and Pashto.

f. **Opinions of Pakistani Officials**

The Team interviewed a number of Pakistani Government representatives:

Islamabad

In Islamabad, the Department of Planning in the Ministry of Education gave the impression that Pakistan's university doors were wide open for Afghans. No mention was made of any bureaucratic sluggishness, and it was said that 400-500 Afghans presently were studying throughout the country. However, it also was noted that Afghans themselves were not very diligent in their studies, and their performance was very poor, especially due to language difficulties. In this respect, mention was made that assistance was needed in developing the National Institute of Modern Languages (NIML) in Islamabad where Afghans have been introduced to English as the area of study. Reference also was made to the political problems of including more Afghan students in the country's already unstable universities.

EXHIBIT VI-3
AFGHAN REFUGEES INTRODUCED FOR ADMISSION IN VARIOUS PAKISTANI SCHOOLS 1985/1986

TOTAL STUDENTS	NUMBER OF STUDENTS
Male	98
Female	25
Total Number of Students	123
LEVELS OF STUDY	
University	
National Institute of Modern Languages/ Islamabad	20
Islamic University/Islamabad	12
Peshawar University	8
Agriculture University/Peshawar	6
Pujab University/Lahore	5
Agriculture University/Faisalabad	3
College of Veterinary Science	1
Discipline:	
English (19)	
Islamic Studies (17)	
Agriculture (9)	
Political Science (3)	
Pushtu (2)	
Law (2)	
Persian (1)	
Veterinary Science (1)	
Japanese (1)	
Total Students (University Level)	55
College or Lower	
Peshawar	42
Islamabad	16
Lahore	5
Other	3
Total Students (College or Lower Level)	66
GRAND TOTAL STUDENTS	123

Peshawar

In Peshawar, the Secretary of Education/NWFP noted that seats presently were available for Afghans but that they often produced false certificates and have had many difficulties in language comprehension. Now the general move in Pakistan is toward the utilization of Urdu, and Afghans do not use this language. He also brought up the problem of deteriorating educational standards in Pakistani schools implying that they have enough difficulties already without more complications.

The Vice Chancellor of the University of Peshawar related that if the Ministry of Education in Islamabad sent him names of Afghans, he would take care of their admittance. Following these discussions, the Academic Planning and Development Cell of the University of Peshawar informed us that a total of 138 Afghan refugee students were in attendance in all levels of education; 30 of these were said to be studying for higher degree as an M.A., M.S., or Ph.D. However, another source familiar with the university noted that of the 30 students mentioned, probably only five were actively studying due to problems with comprehension. In addition, many local people have blamed past student demonstrations at the University of Peshawar on Afghan students in particular. Thus, the environment itself is not totally hospitable.

The Additional Commissioner for Education/CAR in Peshawar was quite positive towards scholarships for Afghans, both within Pakistan and abroad; he mentioned that the CAR could set up special remedial English classes for students if provided some additional assistance.

Quetta, Baluchistan

Similar officials discussions were conducted in this region. The Secretary of Education for Baluchistan believed that additional funding was not necessary for aiding Afghan refugee students because the Commissioner already provides them with scholarships. In general, he was not supportive of increasing higher educational opportunities for the refugees because of the lack of employment opportunities for many university graduates in Pakistan. He concluded that, of course, if he received orders from higher authorities, he would comply.

The Vice Chancellor of the University of Baluchistan related that only a few Afghans were attending that university and that their academic standards were very low largely due to lack of English ability. (Note: UNHCR records show that only one Afghan refugee is receiving a scholarship in Baluchistan; the student attends the Bolan Medical College in Quetta.) He frankly admitted that the topic of an Afghan presence on campus in Quetta was politically sensitive. The Vice Chancellor recommended increasing only a few seats along with providing remedial work in English in a separate center.

In contrast, the Commissioner for Refugees in Baluchistan was very supportive of Afghan higher education within Pakistan. As Afghan youths mature, more opportunities for advanced education become necessary, and the Team believes more seats should be created and more scholarships provided in Pakistani institutions. Indeed, he said that a separate institution for Afghans in Baluchistan also would be welcomed. He suggested that intensive English classes at the local Pakistan-American Cultural Center (PACC) be upgraded and that stipends be provided to Afghan students. Similar to many individuals interviewed in Baluchistan, the Commissioner believed that refugees in this province generally have clustered in Peshawar. He also noted that although most of the Afghan elite do reside in the NWFP, it should not be forgotten that one third of the total refugee population is in Baluchistan; there are many Pakistanis who have had their educational careers interrupted as well and could profit from continued higher education.

PROPOSED ASSISTANCE PROJECTS

The Team proposed four major projects to address the most critical needs identified.

- **Free Afghanistan Department of Education (FADOE)**

The first project is designed to develop an umbrella education organization (FADOE) to be responsible for the management of all Afghan education programs. FADOE would be governed by a policy-making Education Advisory Council made up of representatives (education leaders) of each political party of the Seven Party Alliance. It is proposed that this Council act in the same advisory capacity for the newly-formed Pakistan Welfare International (PWI), through which USAID will channel technical assistance. The Alliance Education Leaders expressed great interest and showed their motivation during meetings with Team; with the encouragement of the Team, the Council already has completed the initial planning stages.

- **Support for Primary and Secondary Education**

This project would provide resources to ensure that textbooks, student materials and some shelters were available for all the 2,100 schools presently in existence in the 29 provinces, with an additional 500 new primary schools to be added during the second through the fourth years of the project. It would coordinate teacher training, provide teacher and administrative salaries, instructional materials and transport materials into Afghanistan.

- **Establishment of an Afghan Academy**

This project would provide support for the construction, equipment procurement and operation of two, two-year post-secondary Afghanistan Academies in the Northwest Frontier Provinces (NWFP) and Baluchistan. The Academies would provide critically needed programs in teacher training, educational and public administration, agriculture, English language training and an intensive preparatory program for study in universities. The Academy/NWFP would enroll 300 students while 225 students would study at the Academy in Baluchistan. Graduates of the Academies would be available to return to Afghanistan to meet current needs for skilled professionals, be able to assist their country during the reconstruction period or find employment within the newly developed FADOE. It is important to note that great care would be taken to ensure, to the greatest possible extent, that candidates for these programs would return to Afghanistan to work.

- **Strengthening Scholarship Options in Pakistan and Abroad**

Two types of programs were developed to strengthen scholarship opportunities for Afghans both in Pakistan and in other countries. The first of these would involve major efforts through the Government of Pakistan, Pakistan Welfare International, USAID and education advisors to simplify the lengthy and complex selection and placement procedures which currently exist. This labyrinth often prevents effective use of the majority of exisiting university scholarship seats. The Team leader assigned to work with FADOE would coordinate with the United Nations High Commission on Refugees (UNHCR) in providing scholarships and would determine the options for additional seats to be funded.

AFGHANISTAN EDUCATION ACTIVITY

Final Report

AED

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